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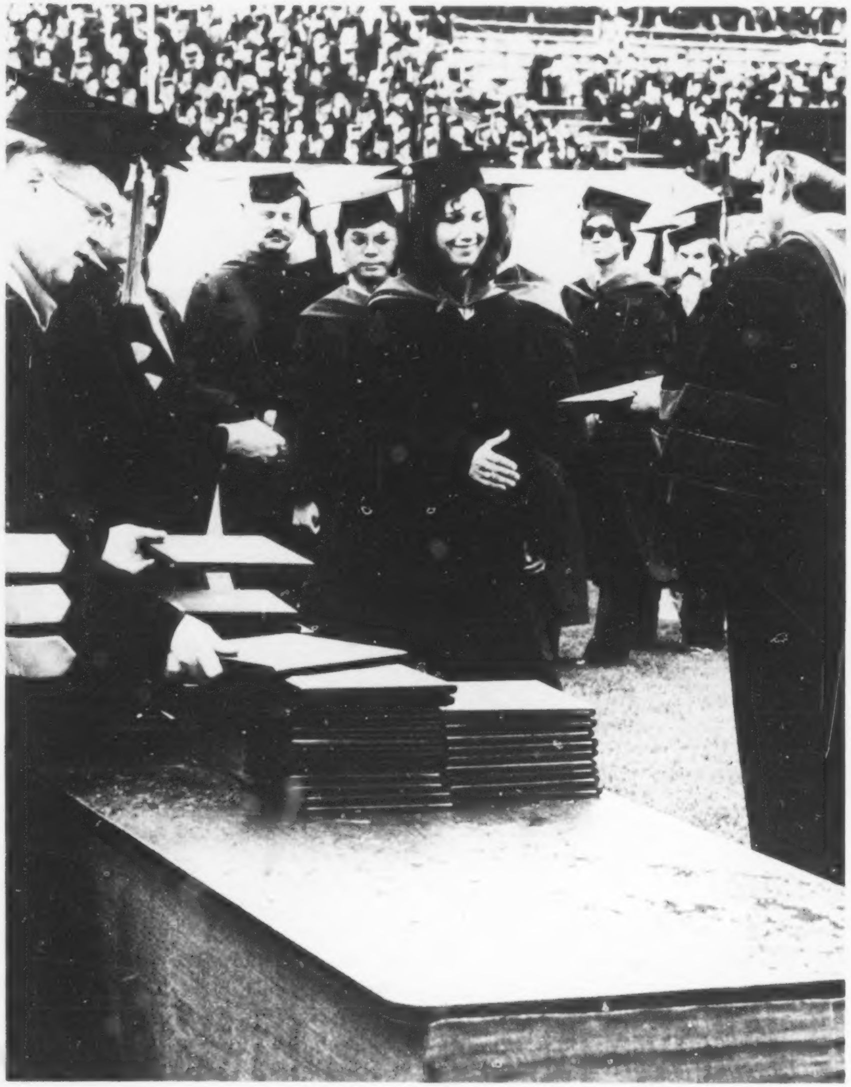
THE VIRGINIA PLAN FOR HIGHER EDUCATION–1981

STATE COUNCIL
OF HIGHER EDUCATION
FOR VIRGINIA

The Virginia Plan for Higher Education-1981



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Preface

The State Council of Higher Education for Virginia is pleased to present the 1981 update of the *Virginia Plan for Higher Education*. The *Plan* consists of two volumes. Volume I includes an introduction and data profile of Virginia's system of higher education, five papers which discuss issues affecting the Virginia system, and a mission narrative from each of the state-supported and independent institutions in the Commonwealth. Volume II contains a data profile of each institution.

The *Virginia Plan* is revised every two years, as required by statute. In preparing this year's revision, the Council drew upon information submitted by Virginia's colleges and universities, both state-supported and independent, and upon the valuable advice of many persons closely associated with higher education. The Council is particularly grateful to the presidents of Virginia's colleges and universities, whose advice has been most helpful and whose cooperation has made this update possible.

Higher education in Virginia is basically healthy. The state-supported *system* of colleges and universities is sound, progressive and economically efficient. The independent colleges and universities continue to attract ample numbers of good students and to contribute to the valuable diversity of higher education opportunities available in the Commonwealth.

Looking to the decades which will close out the Twentieth Century, the Council has identified several external factors which will impinge upon higher education and affect the continued development of Virginia's colleges and universities. These factors are:

1. precipitous declines in the funding for student financial assistance programs supported by the Federal government;
2. a return to the States of responsibility for various social programs which for many years have been funded by the Federal government, and a concomitant increase in demands upon State revenues;
3. persistent inflation and economic stagnation;
4. continued pressure from every region of the Commonwealth for additional higher education programs without regard for the problems of duplication or the allocation of limited resources;
5. severe energy shortages which affect both institutional operating costs and the costs of students' travel to school;
6. changes in the general population and therefore in the number and characteristics of the men and women who enroll in higher education;
7. sharply reduced Federal support for both basic and applied research performed by colleges and universities.

While many of these external factors are beyond the control of those responsible for higher education, the responses to them are not. How Virginia's system of higher education responds will determine the health of higher education in the Commonwealth as this century draws to a close.

We must find a new approach to paying for higher education. If we do not, both the quality of educational programs and access to them will suffer. Last year, Virginia students received almost $200 million in financial assistance from grant and loan programs supported by the Federal government. In the next several years, that amount may be reduced by more than one-half. With financial assistance severely curtailed, every effort must be made to hold down tuition and fee charges, as well as charges for such auxiliary services as room, board, and social and athletic activities.

Virginia's institutions of higher education cannot, however, rely on the state's tax revenues to pay all of the increased costs of their operations, because these revenues are adversely affected by general economic conditions and because many new demands are being placed upon them.

We must, therefore, seek the increased involvement of the private sector, particularly Virginia industry, in support of higher education. We also must develop alternative programs of student financial assistance. Finally, we must review carefully the variety of services offered by Virginia's public colleges and universities. We must be prepared to change in order to continue offering those which are most essential, at a price which the Commonwealth and the student can afford and at a level of excellence of which we can be proud.

These are not easy times, and this is a sober *Virginia Plan*. But the 1981 *Plan* is not pessimistic. The character and quality of higher education in Virginia are in the hands of men and women whose creative responses to challenge and adversity can make our colleges and universities stronger, although leaner, and even more aware of their role and importance in society.

Gordon C. Willis, Chairman
Council of Higher Education for Virginia

Introduction

In 1974, the Council of Higher Education for Virginia published the *Virginia Plan for Higher Education*. It was the first effort at comprehensive planning for higher education since 1967, and reflected the rapid change which had occurred in Virginia higher education.

The *Virginia Plan* was presented in 1974 with an announced intention that the Council would revise and update it every two years: "With the rapid change in higher education, what is now demanded is not ten-year planning, but continuous planning. Accordingly, the Council of Higher Education will, soon after the dissemination of this document, begin dual planning activities aimed toward implementing the recommendations in the *Plan* while simultaneously continuing planning efforts to update the *Plan* two years hence." Shortly thereafter, changes to the Council's enabling statutes included a provision for updating the plan for higher education every two years. In fact, the first update was released in 1977, and the third is now presented for public review.

The nature of continuous planning is such that each new publication does not render previous documents obsolete. Goals stated in 1974, 1977 and 1979, unless expressly dismissed, remain valid. Problems and concerns identified in previous years may still be with us today, and remain as bothersome as they were then. The Council reaffirms its commitment to these goals and urges the Commonwealth to maintain its commitment to realizing them.

The Council of Higher Education remains concerned about financial support for higher education in Virginia. The Commonwealth continues to make progress, in many respects, but still ranks in the middle of the 50 states. In fact, Virginia is *26th* in appropriations per capita for higher education, although it ranks 12th among the states in higher education appropriations increases over a ten year period.

Virginia's rank among the states is a matter of concern, because the state has slipped from 22nd since the *Plan* was last revised. Although many other states are experiencing financial distress greater than Virginia's, still the Commonwealth is not quite holding its own nationally. Virginia officials must admit the possibility that higher education funding in Virginia is not getting better—it is just not worsening as fast as in some other states.

One area in which Virginia did make genuine gains in the past two years is faculty salaries. Recognizing the ultimate incompatibility between paying teachers mediocre salaries and aspiring to a better than mediocre system of higher education, the Council of Higher Education recommended sizable increases in faculty salaries in 1980-82. The Governor and the General Assembly supported this recommendation generously, and institutions of higher education received funds for average salary increases ranging from 8 to 15.5 percent in 1981-82.

But maintaining average faculty salary levels in comparison to national benchmarks is like maintaining dikes: a lapse of attention for a short period of time can have disastrous results. The Council believes that care must be taken not to allow progress to stop.

Virginia's gains in 1980-82 were measured against an anticipated seven percent average salary increase nationally, but data released late in 1981 showed that actual salaries increased nationally an average of almost nine percent. On top of that, faculty salary increases for 1982-84 are targeted at a level far below that which can be expected as the national average for these years. If possible, therefore, additional funds should be made available to move faculty salaries closer to national averages.

Even as it expresses its concern for faculty salaries and the general financial support of higher education, the Council is aware of the painful decisions which Virginia and other states will have to make as federal spending is reduced and responsibility for a variety of programs is returned to the states. Proposed changes in federal tax laws and the condition of the economy will limit state revenues, and Virginia's elected representatives will be forced to decide which good things not to do in the next several years. Higher education is one good thing to do which must be considered along with others in determining how to spend the revenues of the Commonwealth.

One mark of educated persons is their ability to make intelligent, compassionate and balanced decisions among competing goods of different sorts. It is relatively easy to compare apples to apples, but far more difficult to compare apples to oranges. For instance, it is difficult to assess the need for increased support for education against the need for better health care, for improvements in the corrections system, or for continuation of basic social welfare programs.

Even though Virginia's colleges and universities must compete with a variety of other agencies of government for the resources they need to do their jobs, educated men and women are needed today as they have never been before. The Council of Higher Education recognizes the irony in this situation and is aware of the dilemma facing the Governor and members of the General Assembly, but it advocates higher education's importance and its need for adequate resources.

The 1974 *Virginia Plan* set as a goal the accessibility of higher education opportunities to all who want and can benefit from them. Seven years later, this goal has largely been achieved through a far-flung system of community colleges, growing urban universities, vital state colleges and universities, strong comprehensive universities, and a diverse set of independent institutions. Among all the southern states, none has a higher proportion of its population enrolled in public higher education than Virginia does.

The *Plan* also set goals of educational excellence and accountability, both of which have been met to a great extent. Excellence is an elusive goal, especially in an activity which strives toward developing human potential, because there is always more that can be done. On the whole, the Council believes that Virginia's colleges and universities offer good programs to their students, and that some programs rank with the best offered anywhere.

The Council judges that financial accountability has been developed almost to the point of diminishing return. It will cost more to protect against the few remaining financial errors than it does to make them. Some controls should probably be removed, and some few others introduced in the form of guidelines to promote uniform accounting practices.

Educational accountability is another question and bears upon excellence as a goal of higher education in Virginia. The public knows what resources are made available to the colleges and universities, and it knows enough about how they are used. The public does not know enough about the results of higher education, however, and educators should spend the next several years designing ways in which their institutions might evaluate their programs, measure the results they achieve, and report to the people of Virginia.

The Council believes that higher education is essential to a technologically advanced, democratic people. But it recognizes that this belief is not shared by all. Those who are responsible for Virginia's colleges and universities should continue to show how higher education makes a difference, both to individuals and to the society. No educator or state official can rest easy with the assumption that mere belief in higher education will turn back all challenges to it.

Virginia's institutions of higher education are the prime guarantors of the quality of their programs. The Council recommends that each Board of Visitors take steps to have developed an agenda of concerns focused on improving, maintaining and evaluating quality. Each institution should report to the Council of Higher Education in the spring of 1985, and the 1985 *Virginia Plan* will address the work which has been done by the institutions on this important topic.

In agricultural societies, there are times when the immediate need for nourishment is so desperate that the seed which is set aside for spring planting must be milled and eaten. The usual result is survival in the short run, but greatly increased risk of calamity in the long.

The students in Virginia's schools, colleges and universities are her seed corn, her most precious resource, and her greatest hope for the future. The Council does not believe that it is time to mill the seed corn. Neither does it find anything other than broad support among the people of Virginia for the goal of making high quality college and university education available to all who want and can benefit from it.

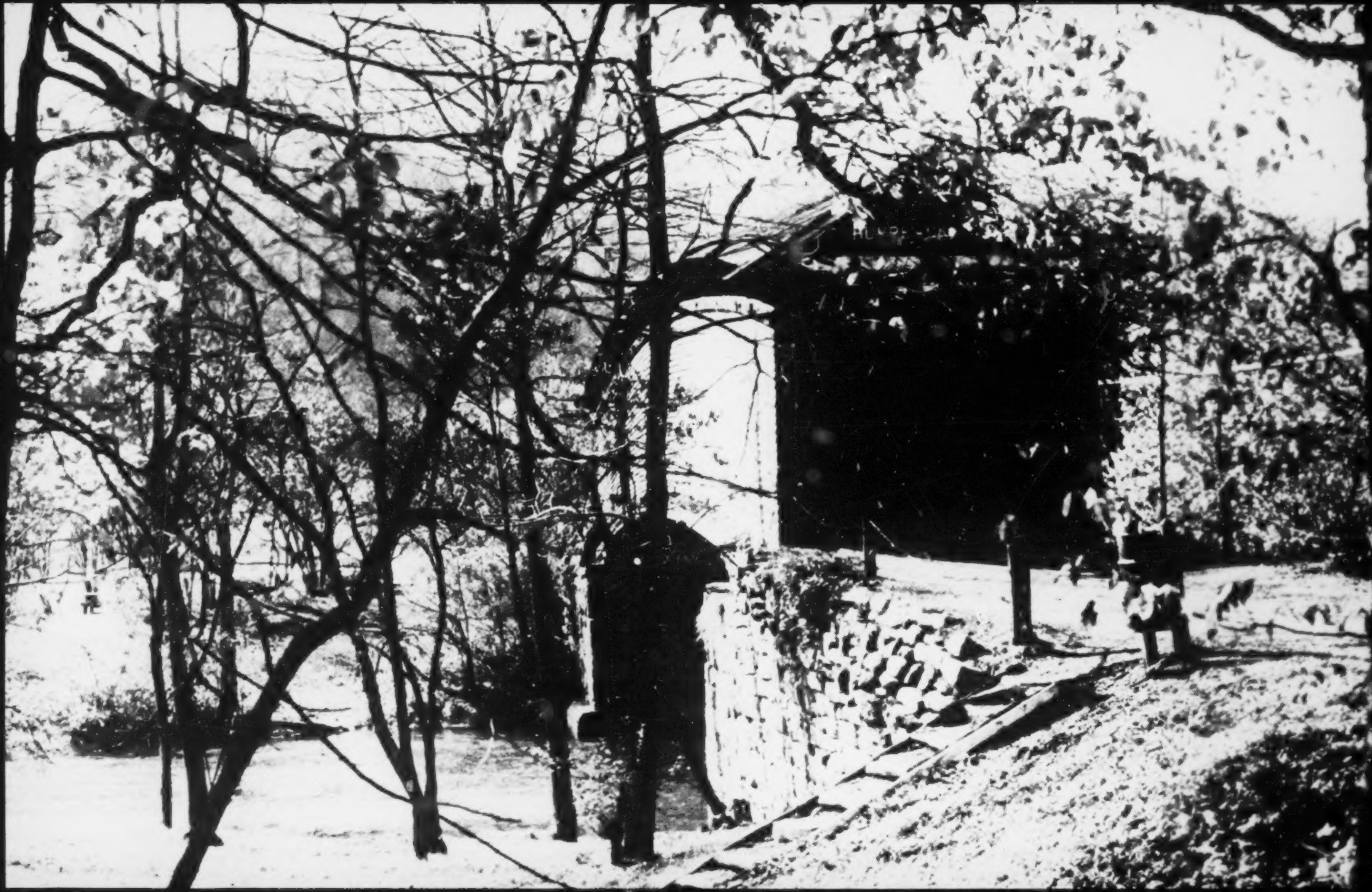
The colleges and universities must constantly review their own missions, for they can no longer try to be all things to all people. Less essential activities should be curtailed, and resources allocated to meet the most pressing needs. The Council of Higher Education believes that the colleges and universities must wring from each dollar the most they possibly can.

In addition, the guidelines used to ensure equitable distribution of funds need to be changed to place less emphasis upon the size of an institution and more emphasis upon what it does and how well it does it. Pricing practices need to be changed to reflect the reduced federal commitment to provide student financial assistance and the scarcity of funds available to state government.

All of these tasks can be accomplished within the existing system of higher education by men and women of good will and adventurous spirit. The Commonwealth and its system of higher education have made great progress since 1974. Both public and private colleges and universities are doing an uncommonly fine job of providing Virginians with diverse and high quality educational opportunities. They merit continued and vigorous support for the general well-being and economic health of the Commonwealth.

In this spirit the Council of Higher Education offers, in the 1981 update to the *Virginia Plan for Higher Education*, its explication of the missions of Virginia's colleges and universities, a statistical profile of the higher education system, and its positions on five important issues facing higher education in Virginia today.

The Virginia System of Higher Education—Statistical Profile



Virginia has a diverse system of state-supported and independent institutions of higher education. The system is comprised of 39 state-supported institutions, 33 private institutions, and one proprietary institution which awards degrees. In addition, there are approximately 200 other institutions which provide postsecondary educational programs to Virginia students, including 36 institutions which have principal campuses located outside the Commonwealth but which offer courses and programs within the State.

The *Virginia Plan for Higher Education* concentrates on the 73 degree-granting institutions which have been chartered or statutorily established by the Commonwealth. Data profiles of these institutions are included in Volume II of the *Plan*. This chapter is intended to provide data which indicate the status and character of the colleges and universities that form the Virginia system of higher education.

Enrollment

The 1960s and early 1970s were growth years for public higher education in Virginia (Table 1) as well as nationally. The growth was the result of the post-war "baby boom" and a determined effort on the part of the Commonwealth to make higher education accessible to all students who could benefit from it. The middle of the 1960s saw the development of the Virginia Community College System, which now enrolls over 40 percent of all the students who attend public institutions.

By 1980, including students enrolled in both on and off-campus programs and courses, more than 250,000 students were attending Virginia's state-supported institutions. The enrollment, by institution, and the characteristics of the students are shown in Table 2. In Fall, 1981, the state-supported institutions' enrollment grew by 2.9 percent, so that the total on and off-campus enrollment is 259,027.

Table 1

Fall Headcount and Regular Session Full-Time-Equivalent Enrollment 1960-80

(On-Campus Students Only)

Institution	1960 Fall Head-count	1960 Regular Session FTE	1965 Fall Head-count	1965 Regular Session FTE	1970 Fall Head-count	1970 Regular Session FTE	1975 Fall Head-count	1975 Regular Session FTE	1980 Fall Head-count	1980 Regular Session FTE
Christopher Newport College	—	Not Available	1,026	535	1,770	1,106	2,877	1,830	3,805	2,304
Clinch Valley College	341		427	436	812	739	1,002	749	1,008	770
George Mason University	141		571	590	2,390	2,035	7,638	5,302	12,636	8,192
James Madison University	1,493		2,345	2,676	4,041	3,935	7,343	7,048	8,817	8,276
Longwood College	1,078		1,466	1,698	2,234	2,200	2,156	2,132	2,398	2,681
Mary Washington College	1,733		1,973	2,171	2,154	2,147	2,131	2,064	2,628	2,321
Norfolk State University	1,951		3,390	2,356	4,904	4,511	6,733	5,960	7,215	6,724
Old Dominion Univeristy	3,603		7,417	5,734	9,471	6,983	13,164	9,188	15,139	11,061
Radford University	1,448		3,116	3,714	4,159	3,749	4,712	4,260	5,483	4,990
University of Virginia	4,656		7,249	7,845	10,852	10,729	15,179	14,416	16,452	15,838
Virginia Commonwealth University	4,674		9,275	6,735	14,088	10,607	17,443	12,683	19,156	13,787
Virginia Military Institute	1,041		1,228	1,422	1,131	1,278	1,244	1,387	1,319	1,485
Virginia Polytechnic Institute and State University	5,068		7,024	7,686	12,043	12,151	18,477	17,741	21,069	20,298
Virginia State University	1,339		2,010	1,955	2,948	2,731	4,559	3,935	4,339	3,872
The College of William and Mary	2,697		3,851	3,615	5,319	4,545	6,168	5,662	6,465	6,039
TOTAL 4-Year Institutions	**31,262**		**52,368**	**49,168**	**78,316**	**69,466**	**110,726**	**94,377**	**127,931**	**108,520**
Blue Ridge Community College			—	—	1,315	818	1,928	1,108	2,121	1,044
Central Virginia Community College			98	67	1,684	1,018	3,212	1,736	3,525	1,702
Dabney S. Lancaster Community College			283	136	568	405	1,067	627	1,038	632
Danville Community College			422	359	1,668	1,275	2,210	1,586	2,430	1,639
Eastern Shore Community College			187	124	119	78	579	297	472	229
Germanna Community College			—	—	383	321	592	438	916	536
J. Sargeant Reynolds Community College			—	—	—	—	7,387	3,980	9,491	4,154
John Tyler Community College			—	—	1,856	1,240	2,866	1,589	3,536	1,668
Lord Fairfax Community College			—	—	571	391	1,372	740	1,894	851
Mountain Empire Community College			—	—	—	—	934	543	2,028	808
New River Community College			—	—	637	317	2,262	1,311	2,761	1,425
Northern Virginia Community College			761	650	9,718	6,091	26,673	13,361	33,094	15,298
Patrick Henry Community College			146	114	353	212	1,069	615	1,549	721
Paul D. Camp Community College			—		—		1,025	619	855	500
Piedmont Virginia Community College			—		—		1,959	967	2,780	1,265
Rappahannock Community College			—		—	—	1,341	570	1,212	643
Southside Virginia Community College					246	202	1,217	806	1,290	775
Southwest Virginia Community College					915	756	1,821	1,083	3,010	1,417
Thomas Nelson Community College					2,215	1,406	4,691	2,060	5,449	2,990
Tidewater Community College					1,855	1,368	10,206	5,403	14,591	7,353
Virginia Highlands Community College					567	457	1,333	916	1,441	696
Virginia Western Community College			496	358	2,808	1,877	3,303	2,924	5,603	2,837
Wytheville Community College			356	279	932	727	1,495	1,002	1,912	1,113
TOTAL Community Colleges			**2,749**	**2,087**	**28,410**	**19,159**	**82,504**	**45,083**	**103,000**	**50,596**
Richard Bland College			636	488	841	605	1,076	676	940	614
TOTAL 2-Year Institutions			**3,385**	**2,575**	**29,251**	**19,764**	**83,580**	**45,759**	**103,940**	**51,210**
TOTAL ALL PUBLIC INSTITUTIONS	**31,262**	**Not Available**	**55,753**	**51,743**	**107,567**	**89,230**	**194,306**	**140,136**	**231,871**	**159,730**

NOTE: The four-year/two-year schema above was not in effect for all institutions prior to 1970. Before that time, some institutions noted as four-year institutions were two-year institutions, others were branches of existing institutions, and still others were not yet established. An example of the latter is Virginia Commonwealth University, which was formed by the 1969 merger of Richmond Professional Institute and the Medical College of Virginia. Therefore, the numbers shown on the table for VCU prior to 1970 actually represent the combined enrollment of RPI and MCV.

Table 2
Enrollment at Virginia's State-Supported Institutions, Fall Term 1980
(On and Off-Campus Students)

Institution	Full-time	Part-time	Virginia Residents	Non-Virginia Residents	Men	Women	Total
Christopher Newport College	1,814	2,083	3,529	368	1,696	2,201	3,897
Clinch Valley College	717	428	1,083	62	473	672	1,145
George Mason University	6,325	6,968	11,944	1,349	5,723	7,570	13,293
James Madison University	7,521	1,947	7,736	1,732	4,112	5,356	9,468
Longwood College	2,278	389	2,491	176	634	2,033	2,667
Mary Washington College	2,151	532	2,257	426	559	2,124	2,683
Norfolk State University	5,752	1,534	6,114	1,172	2,962	4,324	7,286
Old Dominion University	9,269	7,084	13,633	2,720	7,899	8,454	16,353
Radford University	4,850	907	5,394	363	1,710	4,047	5,757
University of Virginia	15,253	7,681	16,561	6,373	10,923	12,011	22,934
Virginia Commonwealth University	11,505	8,269	18,070	1,704	8,361	11,413	19,774
Virginia Military Institute	1,271	48	759	560	1,283	36	1,319
Virginia Polytechnic Institute and State University	19,784	2,945	16,983	5,746	14,042	8,687	22,729
Virginia State University	3,632	1,035	3,767	900	1,942	2,725	4,667
The College of William and Mary	5,537	928	4,416	2,049	3,067	3,398	6,465
Total Four-Year Institutions	**97,659**	**42,778**	**114,737**	**25,700**	**65,386**	**75,051**	**140,437**
Blue Ridge Community College	825	1,448	2,232	41	1,049	1,224	2,273
Central Virginia Community College	1,227	2,704	3,874	57	1,851	2,080	3,931
Dabney S. Lancaster Community College	510	550	1,026	34	428	632	1,060
Danville Community College	1,309	1,347	2,591	65	1,330	1,326	2,656
Eastern Shore Community College	175	306	477	4	184	297	481
Germanna Community College	422	796	1,212	6	538	680	1,218
J. Sargeant Reynolds Community College	2,634	6,923	9,429	128	3,596	5,961	9,557
John Tyler Community College	1,109	3,066	4,098	77	1,837	2,338	4,175
Lord Fairfax Community College	591	1,375	1,913	53	748	1,218	1,966
Mountain Empire Community College	594	1,918	2,484	28	1,520	992	2,512
New River Community College	1,007	2,134	3,082	59	1,413	1,728	3,141
Northern Virginia Community College	8,671	25,066	30,128	3,609	14,391	19,346	33,737
Patrick Henry Community College	517	1,088	1,599	6	580	1,025	1,605
Paul D. Camp Community College	419	670	1,080	9	411	678	1,089
Piedmont Virginia Community College	825	2,733	3,474	84	1,258	2,300	3,558
Rappahannock Community College	531	872	1,391	12	492	911	1,403
Southside Virginia Community College	571	1,238	1,802	7	704	1,105	1,809
Southwest Virginia Community College	997	2,386	3,346	37	1,838	1,545	3,383
Thomas Nelson Community College	2,099	4,280	6,349	38	3,011	3,368	6,379
Tidewater Community College	4,497	10,438	14,419	516	6,676	8,259	14,935
Virginia Highlands Community College	915	576	1,458	33	672	819	1,491
Virginia Western Community College	2,267	3,591	5,698	160	2,504	3,354	5,858
Wytheville Community College	780	1,132	1,897	15	763	1,149	1,912
Total Community Colleges			**105,059**	**5,070**	**47,794**	**62,335**	**110,129**
Richard Bland College	534	546	1,036	44	338	472	1,080
Total All Two-Year	**34,026**	**77,183**	**106,095**	**5,114**	**48,132**	**63,077**	**111,209**
Total All Institutions	**131,685**	**119,961**	**220,832**	**30,814**	**113,518**	**138,128**	**251,646**

Private college enrollments in Virginia also grew substantially during the 1960s and early 1970s. However, the growth was much slower than that of the public institutions. In addition, the private institutions' percentage of the total system enrollment moved from approximately 33 percent in 1960 to about 13 percent in 1978; the percentage has remained approximately the same since that time. The historical growth of the private institutions and their enrollment in 1980 are shown in Tables 3 and 4. In Fall, 1981, these institutions had a 2.8 percent increase over their Fall, 1980, headcount; altogether, the institutions have 35,171 students this year.

Nationally, many states have experienced a decline in their college and university enrollments. The decrease in students is related to a

Table 3
Private College and University Enrollment 1960-1980

1960	16,810 (est.)
1970	28,030
1973	27,908
1978	31,618
1980	34,224

Table 4
Enrollment at Virginia's Independent Institutions, Fall Term 1980
(On and Off-Campus Students)

Institution	Full-Time	Part-Time	Virginia Residents	Non-Virginia Residents	Men	Women	Total
Averett College	771	257	830	198	363	665	1,028
Bluefield College	385	43	345	83	230	198	428
Bridgewater College	933	17	699	251	476	474	950
CBN University	23	99	12	110	69	53	122
Christendom College	67	3	13	57	34	36	70
Eastern Mennonite College	1,091	121	423	789	513	699	1,212
Eastern Virginia Medical School	313	—	290	23	207	106	313
Emory and Henry College	754	38	632	160	423	369	792
Ferrum College	1,508	81	1,401	188	903	686	1,589
Hampden-Sydney College	731	—	535	196	731	—	731
Hampton Institute	2,945	281	1,267	1,963	1,300	1,930	3,230
Hollins College	835	80	320	595	22	893	915
Institute of Textile Technology	18	—	—	18	16	2	18
Liberty Baptist College	2,833	97	867	2,063	1,566	1,364	2,930
Lynchburg College	1,729	757	1,549	937	1,121	1,365	2,486
Mary Baldwin College	780	66	495	351	19	827	846
Marymount College	824	350	593	581	49	1,125	1,174
National Business College	692	44	698	38	206	530	736
National Graduate University	13	—	13	—	11	2	13
Presbyterian School of Christian Education	83	20	37	66	24	79	103
Protestant Episcopal Theological Seminary	125	23	38	110	95	53	148
Randolph-Macon College	949	4	610	343	566	387	953
Randolph-Macon Woman's College	680	29	265	444	4	705	709
Roanoke College	1,152	222	830	544	662	712	1,374
St. Paul's College	624	21	476	169	323	322	645
Shenandoah College and Conservatory of Music	654	216	503	367	337	533	870
Southern Seminary Jr. College	269	8	131	146	—	277	277
Sweet Briar College	631	—	127	504	—	631	631
Union Theological Seminary	260	—	80	180	205	55	260
University of Richmond	3,002	1,187	2,727	1,462	2,250	1,939	4,189
Virginia Intermont College	584	81	286	379	108	557	665
Virginia Union University	1,248	113	789	572	679	682	1,361
Virginia Wesleyan College	807	27	641	193	385	449	834
Washington and Lee University	1,615	7	475	1,147	1,530	92	1,622
TOTAL—ALL PRIVATE	**29,932**	**4,292**	**18,997**	**15,227**	**15,427**	**18,797**	**34,224**

lower birthrate and its effect on the number of 18 to 21-year olds who are the traditional college-age population. Because Virginia is among the group of "Sunbelt" states which will continue to have increases in population throughout most of the 1980s, the decline in the traditional college-age population is not expected to result in a decrease in Virginia's higher education enrollment. In addition, Virginia's enrollment will probably be sustained because it now has a larger percentage of its total population enrolled in higher education than any state in the South. In short, Virginia's institutions have become increasingly attractive to the state's residents, as further demonstrated by the fact that the Commonwealth has become a net importer of students from other states. This means that Virginia has more out-of-state students enrolling in its colleges and universities than there are Virginia students who choose to enroll at out-of-state institutions.

The decline of the traditional college-age population will mean, however, that even in Virginia the remainder of the 1980s and the early 1990s will be a period of markedly slower growth. The current and projected higher education enrollments in Virginia between 1980-1992 are shown in Table 5. It should be emphasized that these projections are based on the best demographic data available in late 1981 and make no attempt to reflect changes in enrollment patterns which might occur if the federal government further reduces the funding for its various financial aid programs.

As Virginia's enrollment becomes less dependent on 18 to 21-year olds, the number of part-time, older students will probably continue to increase. Table 6 contrasts the change in the mix of full-time and part-time students attending the state-supported institutions between 1970 and 1980. In 1980, 48 percent of the total enrollment in these institutions was part-time; more than two-thirds of the students who attended two-year institutions did so part-time.

The full-time/part-time trend is particularly significant for the senior, state-supported institutions which are located in the growing urban areas of the State. These institutions generally are attracting a larger percentage of the older, part-time students who are returning to college to

Table 5

1980 Fall Headcount and 1980-81 Regular Session FTE Enrollment; Projected Fall Headcount Enrollment and Regular Session FTE—1981-1992

(On-Campus Students Only)

Institution	1980 Fall Headcount	1980-81 FTE	1981 (Est.) Fall Headcount	1981-82 (Est.) FTE	1985 Projected Fall Headcount	1985-86 Projected FTE	1992 Fall Headcount	1992-93 Projected FTE
Christopher Newport College	3,805	2,304	3,972	2,395	4,692	2,662	4,823	2,720
Clinch Valley College	1,008	770	1,051	829	1,123	926	1,123	926
George Mason University	12,636	8,082	13,019	8,492	16,500	10,382	21,234	12,616
James Madison University	8,817	8,276	8,487	8,058	8,737	8,210	8,989	8,305
Longwood College	2,398	2,681	2,390	2,492	2,350	2,448	2,300	2,395
Mary Washington College	2,628	2,321	2,747	2,426	2,906	2,473	3,043	2,472
Norfolk State Univesity	7,215	6,724	7,162	6,600	7,978	7,146	8,602	7,705
Old Dominion University	15,139	11,061	15,414	11,363	15,986	11,687	16,810	12,439
Radford University	5,485	4,990	5,541	5,150	5,500	5,142	5,353	4,995
University of Virginia	16,452	15,838	16,410	15,783	16,900	15,878	16,900	15,878
Virginia Commonwealth University	19,156	13,787	19,232	13,860	19,539	14,051	19,531	13,579
Virginia Military Institute	1,319	1,485	1,330	1,476	1,330	1,477	1,330	1,476
Virginia Polytechnic Institute and State University	21,069	20,290	21,325	20,499	22,182	21,245	22,270	21,320
Virginia State University	4,339	3,872	4,591	3,966	4,328	3,717	4,843	4,150
The College of William and Mary	6,465	6,039	6,681	6,123	6,944	6,360	7,074	6,480
Total Four-Year Institutions	**127,931**	**108,520**	**129,352**	**109,512**	**136,995**	**113,804**	**144,225**	**117,456**
Blue Ridge Community College	2,121	1,044	2,028	1,005	1,988	1,009	2,053	1,042
Central Virginia Community College	3,525	1,702	3,646	1,809	3,722	1,843	3,849	1,906
Dabney S. Lancaster Community College	1,038	632	1,187	630	1,306	690	1,435	750
Danville Community College	2,430	1,639	2,245	1,591	2,376	1,664	2,453	1,709
Eastern Shore Community College	472	229	480	210	490	215	540	237
Germanna Community College	916	536	894	476	1,010	547	1,225	650
J. Sargeant Reynolds Community College	9,491	4,154	10,079	4,600	12,285	5,285	13,020	5,550
John Tyler Community College	3,536	1,668	3,610	1,600	4,020	1,810	4,500	2,200
Lord Fairfax Community College	1,894	851	1,898	826	2,092	907	2,261	980
Mountain Empire Community College	2,028	808	2,740	855	2,555	945	2,837	1,050
New River Community College	2,761	1,425	2,598	1,400	2,897	1,571	3,184	1,723
Northern Virginia Community College	33,094	15,298	33,912	15,482	35,882	16,055	38,069	17,033
Patrick Henry Community College	1,549	721	1,514	758	1,836	843	1,978	895
Paul D. Camp Community College	855	500	999	553	1,036	561	1,060	566
Piedmont Virginia Community College	2,780	1,265	2,910	1,390	3,856	1,622	4,499	1,893
Rappahannock Community College	1,212	643	1,123	626	1,138	635	1,138	635
Southside Virginia Community College	1,290	775	1,288	788	1,460	864	1,550	864
Southwest Virginia Community College	3,010	1,417	2,632	1,412	3,166	1,730	3,658	1,999
Thomas Nelson Community College	5,449	2,990	5,596	3,116	5,795	3,187	6,092	3,351
Tidewater Community College	14,591	7,353	15,321	7,871	16,952	8,662	19,079	9,748
Virginia Highlands Community College	1,441	996	1,462	1,010	1,580	1,065	1,694	1,115
Virginia Western Community College	5,605	2,837	5,900	2,875	6,102	2,927	6,800	3,375
Wytheville Community College	1,912	1,113	2,311	1,225	2,683	1,315	2,785	1,365
Total—Community Colleges	**103,000**	**50,596**	**106,373**	**52,108**	**116,227**	**55,952**	**125,759**	**60,634**
Richard Bland College	940	614	1,035	675	1,035	675	1,035	675
Total—Two-Year	**103,940**	**51,210**	**107,408**	**52,783**	**117,262**	**56,627**	**126,794**	**61,309**
Total—All Institutions	**231,871**	**159,730**	**236,760**	**162,295**	**254,257**	**170,431**	**271,019**	**178,765**

complete degrees, to take additional courses, and to upgrade their skills. This trend will probably continue throughout the 1980s.

The age shift in all institutions has had a significant effect on the character of the institutions. In 1979, as will be noted in Table 7, over 40 percent of Virginia's enrollment in state-supported institutions was comprised of students beyond the age of 24. The changing age trend is best exemplified in the community college where over one-half of all students are above age 25.

Although Virginia has attempted to provide access to higher education for all its citizens, during the last eleven-year period the Commonwealth has placed particular emphasis on enrolling additional numbers of minority students. As will be observed in Table 8, minority enrollment in the state-supported institutions rose 327 percent between 1969 and 1980. At the same time the minority percentage of the total student enrollment increased from 9.7 percent in 1969 to 18.3 percent in 1980. The latter percentage is roughly equivalent to the minority percentage of the population in Virginia.

Appropriations

Table 9 shows the appropriations made to the state-supported institutions for operating expenses from the 1970-72 biennium through the 1980-82 biennium. During this period the percentage increase in funding provided to higher education significantly exceeded the percentage increase in the total budget. However, higher education experienced its largest percentage of growth before 1974, a time when the facilities for the Virginia Community College System were under construction. Since that time, the biennial percentage increases for higher education have averaged about 30 percent.

Expenditures of higher education institutions account for 13.9 percent of Virginia's total budget. Over the last ten years the percentage of higher education's appropriation which is composed of tax dollars has actually declined slightly, while that portion which is composed of special funds (revenues such as tuition and fees) has increased. In the future the proportions may be affected further by a proposed change in Virginia's present funding formulas for higher education.

Table 6
Full-time and Part-time Fall Session Headcount —1970-71 and 1980-81
(State-Supported Institutions)

	Two-Year Institutions			Senior Institutions			All Institutions		
Year	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**	**Full-time**	**Part-time**	**Total**
1970-71									
Number	16,076	12,223	**28,299**	62,924	16,161	**79,085**	79,000	28,384	**107,384**
Percent	57%	43%	**100%**	80%	20%	**100%**	74%	26%	**100%**
1980-81									
Number	34,026	77,183	**111,209**	97,659	42,778	**140,437**	131,685	119,961	**251,646**
Percent	31%	69%	**100%**	70%	30%	**100%**	52%	48%	**100%**
Percent Increase Since 1970	112%	531%	**293%**	55%	165%	**78%**	67%	323%	**134%**

Table 7
Ages of Students at Virginia's State-Supported Institutions—Fall 1979

Type of Institution	Under 18	18-21	22-24	25-34	35-44	45-59	60 and over	Unknown	Total
Four-Year Institutions									
Number	1,472	66,724	23,622	30,196	9,063	4,309	884	2,443	**138,713**
Percent	1.1%	48.1%	17.0%	21.8%	6.5%	3.1%	0.6%	1.8%	**100%**
Two-Year Institutions									
Number	1,497	31,795	15,089	33,669	14,284	7,880	738	0	**104,952**
Percent	1.4%	30.3%	14.4%	32.1%	13.6%	7.5%	0.7%	—	**100%**
Total (Four-Year and Two-Year)									
Number	2,969	98,519	38,711	63,865	23,347	12,189	1,622	2,443	**243,665**
Percent	1.2%	40.4%	15.9%	26.2%	9.6%	5.0%	0.7%	1.0%	**100%**

Table 8

Estimated Minority Headcount Enrollments
(State-Supported Institutions)

Type of Institution	1969			1980		
	Minority	White	Total	Minority*	White	Total
Four-Year Institutions	7,851	64,519	72,370	19,798	84,600	104,398
Percent	10.8%	89.2%	100%	19.0%	81.0%	100%
Two-Year Institutions	1,391	21,792	23,183	19,683	91,481	111,164
Percent	6.0%	94.0%	100%	17.7%	82.3%	100%
Total	9,242	86,311	95,553	39,481	176,081	215,562
Percent	9.7%	90.3%	100%	18.3%	81.7%	100%

*Includes Non-resident Aliens

Table 9

Biennial Appropriations for Operating Expenses: Virginia State-Supported Institutions

	1970-72	1972-74	1974-76	1976-78	1978-80	1980-82	10 Year % Increase
Total Appropriations							
Total State Appropriations	3,729,606,625	4,867,274,120	6,077,388,155	7,353,625,640	9,196,899,108	11,735,178,265	215
% Increase Over Previous Biennium		30.5	24.9	21.0	25.1	27.6	
Higher Education Institutions*	395,806,145	567,288,150	734,909,550	970,266,775	1,238,530,480	1,636,203,370	313
% Increase Over Previous Biennium		43.3	29.5	32.0	27.6	32.1	
Higher Education as % of Total	10.6	11.7	12.1	13.2	13.5	13.9	
General Fund Appropriations							
Total State General Fund Appropriations	1,752,590,175	2,273,038,175	2,916,176,450	3,645,550,795	4,484,230,063	5,533,340,990	216
% Increase Over Previous Biennium		29.7	28.3	25.0	23.0	23.4	
% of Total Appropriation	47	46.7	48.0	49.6	48.8	47.2	
Higher Education Institutions*	224,817,080	311,615,980	419,224,775	523,846,120	692,251,125	855,233,300	280
% Increase Over Previous Biennium		38.6	34.5	25.0	32.1	23.5	
% of Higher Education Appropriation	56.8	54.9	57.0	54.0	55.9	52.3	
Higher Education as % of Total General Fund	12.8	13.7	14.4	14.4	15.4	15.5	
Special Fund Appropriations							
Total State Special Fund Appropriations	1,977,016,450	2,594,235,945	3,161,211,705	3,708,074,845	4,712,669,045	6,201,837,275	214
% Increase Over Previous Biennium		31.2	21.9	17.3	27.1	31.6	
% of Total Appropriation	53	53.3	52.0	50.4	51.2	52.8	
Higher Education Institutions*	170,989,065	255,672,170	315,684,775	446,420,655	546,299,355	780,970,070	357
% Increase Over Previous Biennium		49.5	23.5	41.4	22.4	43.0	
% of Higher Education Appropriation	43.2	45.1	43.0	46.0	44.1	47.7	
Higher Education as % of Total Special Fund	8.6	9.9	10.0	12.0	11.6	12.6	

*Excludes the medical school hospitals at the University of Virginia and Virginia Commonwealth University; the Extension Division and the Research Division at Virginia Polytechnic Institute and State University; the School of Continuing Education and Public Service Bureaus at the University of Virginia; the Virginia Associated Research Campus; and the State Council of Higher Education and all supplemental programs. The Virginia Community College System-System Office is included.

Educational Facilities

The amount of space at the state-supported institutions used for instructional, research, and public service activities nearly doubled between 1966 and 1976. Since that time the Commonwealth has provided additional space through the passage of a bond referendum in 1978 and biennial appropriations for capital outlay thereafter. As a result, systemwide space needs have now been met for certain types of space. However, there are still additional needs for certain other types of space.

Table 10 projects the net additional educational and general space needs, by types of space, for all state-supported institutions through 1992. Additional space will be needed primarily for instructional support (administrative and research), library, and class laboratories. The doctoral institutions will require most of the total additional space provided for these activities.

Table 10

Net Additional Educational and General Space Needs by 1992

(State-Supported Institutions)

(Nearest 1,000 Assignable Square Feet)

	Instructional							
Type of Institution	Classroom	Class Lab	Faculty Office	Library	Phys. Ed.	Special Class Lab	Instructional Support	Total Educational & General
All Institutions	(49)	569	312	1,599	344	(98)	2,119	4,796
Doctoral	101	433	109	1,040	227	—	1,740	3,651
Four-Year	(50)	(42)	(22)	268	(110)	(45)	77	76
Two-Year	(101)	178	225	291	227	(53)	302	1,069

Parentheses denote excess space (for instance, all state-supported institutions have a net excess of 49,000 square feet of classroom space).

Curricula

The number of degrees awarded at Virginia's state-supported institutions has almost doubled since 1970 (Table 11). Much of the increase can be attributed to the growth of the Virginia Community College System. Although many students who attend community colleges do not enroll with the intention of completing a full program of study and others transfer to a senior institution before receiving a degree, the number of degrees awarded by these institutions increased 366 percent over the ten-year period. During this time, the senior, state-supported institutions increased the number of degrees they conferred from 14,575 to 24,217 (66 percent).

Table 12 is especially important because it shows, by the number of degrees conferred in various disciplines, the academic emphases of the state-supported institutions in 1980-81 and reflects student interests in that year. Of the 24,217 degrees awarded by the senior institutions in 1980-81, 18.7 percent were in Business and Management. This is the first time in recent years that the Commonwealth's institutions have conferred the largest number of degrees in a discipline other than Education.

Table 11

Number of Degrees Conferred by Virginia's State-Supported Institutions

Type of Institution	1970-71 Degrees	1980-81 Degrees	Percent Increase Over 1970-71
Four-Year	14,575	24,217	66.0%
Two-Year	1,747	8,136	366.0%
Total	16,322	32,353	98.0%

Table 12

Total Degrees Conferred in Selected* Disciplines, 1980-81

(Senior, State-Supported Institutions)

Disciplines	Degrees
Business and Management	4,534
Education	3,949
Social Sciences	2,493
Engineering	1,958
Health Professions	1,603
Biological Sciences	1,078
Letters (English, speech, philosophy, etc.)	990
Psychology	983
Public Affairs and Services	908
Fine and Applied Arts	834

*Disciplines in which more than 800 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

Table 13

Total Degrees Conferred in Selected* Disciplines, 1980-81

(Private Institutions)

Disciplines	Degrees
Business and Management	1,002
Social Sciences	843
Education	765
Other (two-year transfer programs)	373
Letters (English, speech, philosophy, etc.)	345
Psychology	291
Biological Sciences	286
Law	269
Fine and Applied Arts	268
Theology	206

*Disciplines in which more than 200 degrees were awarded at all levels (bachelor's, master's, and doctoral) in a single year.

In 1980-81, Virginia's private institutions conferred 6,720 degrees at all levels. However, the only doctoral degrees awarded by these institutions were in theology and medicine. Table 13 reflects the academic emphases of the private institutions. Of the total degrees awarded, 14.9 percent were in Business and Management. A similarity exists, therefore, between the public and private institutions in their emphasis on business and management.

Faculty

It is apparent from Table 14 that the institutions, as a group, have acted to control the number of faculty awarded tenure during the past several years. In 1975-76, for example, 41.9 percent of all faculty had tenure; in 1980-81, despite an increase of more than 1,500 faculty, the state-supported institutions had a 45 percent overall tenure percentage. Increases in tenure percentage varied considerably among institutions, however.

The variation in the percentage of tenured faculty is even more striking among the private institutions (Table 15). For those institutions reporting, some had no tenured faculty while others were highly tenured.

Although faculty salaries are related to tenure at an institution, they are more directly affected by the number of faculty at the upper ranks of professor and associate professor. Virginia's state-supported colleges and universities reflect the national situation, with faculty generally remaining employed at the same institutions for longer periods of itme. As a result, the percentage of

Table 14

Faculty tenure at Virginia's State-Supported Institutions (1975-76 and 1980-81)

	1975-76			1980-81		
State-Supported Institutions	**Number of Faculty**	**Number Tenured**	**Percentage**	**Number Of Faculty**	**Number Tenured**	**Percentage**
Christopher Newport College	92	43	46.7	102	69	67.6
Clinch Valley College	50	16	32.0	41	32	78.0
George Mason University	276	97	35.1	381	166	43.6
James Madison University	335	161	48.1	437	221	50.6
Longwood College	148	92	62.2	152	101	66.4
Mary Washington College	126	75	59.5	126	85	67.5
Norfolk State University	Data Not Submitted by Norfolk State University			335	197	58.8
Old Dominion University	514	247	48.1	591	306	51.8
Radford University	238	148	62.2	284	160	56.3
University of Virginia	754	449	59.5	915	519	56.7
Virginia Commonwealth University	824	313	38.0	811	412	50.8
Virginia Military Institute	94	69	73.4	94	64	68.1
Virginia Polytechnic Institute & State University	916	420	45.9	1,402	688	49.1
Virginia State University	226	97	42.9	199	114	57.3
College of William and Mary	325	200	61.5	355	255	71.8
Total—Four-Year Institutions	**4,918**	**2,427**	**49.3**	**6,225**	**3,389**	**54.4**
Virginia Community College System	**1,734**	**360**	**20.8**	**1,977**	**292**	**14.8**
Richard Bland College	33	17	51.5	31	22	71.0
Total—All Two-Year Institutions	**1,767**	**377**	**21.3**	**2,008**	**314**	**15.6**
Total—All Institutions	**6,685**	**2,804**	**41.9**	**8,233**	**3,703**	**45.0**

Source: Hegis Form 2300-3 1975-76, 1980-81

Table 15

Faculty Tenure at Virginia's Private Institutions (1980-81)

Private Institutions	Number of Faculty	Number Tenured	Percentage
Averett College	**	**	**
Bluefield College	22	0	0
Bridgewater College	53	45	84.9
CBN University	11	0	0
Eastern Mennonite College	72	17	23.6
Eastern Virginia Medical School	**	**	**
Emory and Henry College	53	39	73.6
Ferrum College	79	44	55.7
Hampden-Sydney College	**	**	**
Hampton Institute	**	**	**
Hollins College	64	49	76.6
Institute of Textile Technology	**	**	**
Liberty Baptist College	126	0	0
Lynchburg College	108	87	80.6
Mary Baldwin College	52	30	57.7
Marymount College	41	21	51.2
Presbyterian School of Christian Education	9	4	44.4
Protestant Episcopal Theological Seminary in Virginia	22	15	68.2
Randolph-Macon College	58	31	53.4
Randolph-Macon Woman's College	65	40	61.5
Roanoke College	67	41	61.2
Saint Paul's College	41	14	34.1
Shenandoah College and Conservatory of Music	76	12	15.8
Southern Seminary	14	0	0
Sweet Briar College	66	42	63.6
Union Theological Seminary in Virginia	18	12	66.7
University of Richmond	194	132	68.0
Virginia Intermont College	41	17	41.5
Virginia Union University	78	31	39.7
Virginia Wesleyan College	41	20	48.8
Washington and Lee Univeristy	147	112	76.2
Total—Private Institutions	**1,618***	**855***	**52.5***

*Based on institutions reporting.
**Did not submit data.

faculty at the upper-level ranks is increasing. Table 16 reveals that in 1975-76, 17.5 percent of the faculty in the state-supported institutions held the rank of professor; in 1980-81, 21.9 percent of the total faculty were at this rank. The same pattern exists for the rank of associate professor. In 1975-76, 25 percent of the faculty were at this level, while by 1980-81 the percentage had increased to 29.6.

The Regional and National Perspective

This chapter has presented a great deal of data about the Virginia system of higher education. Because the colleges and universities within this system compete in many ways with those of other state systems, it is instructive to know how Virginia compares both within its region and nationally. The following information provides some assessment of the system according to indices which are often cited by other southern states as well as by national organizations:

- Virginia had two libraries among the major university research libraries of the nation in 1980-81: the University of Virginia and Virginia Polytechnic Institute and State University. The University of Virginia had the 26th largest collection in the nation among the members of the Association of Research Libraries and the 22nd highest spending for materials. Virginia Polytechnic Institute and State University had the 84th largest collection, and the 45th highest spending for materials.
- In 1981-82 Virginia is 10th among all 50 states in total state appropriations for higher education. When adjusted for inflation, Virginia's appropriation over 10 years (1971 to 1981) increased 59 percent (255 percent unadjusted), giving it a national rank of 12th among the states. The average adjusted national increase was 33 percent.

  Virginia stands 29th nationally in higher education appropriations per $1,000 of personal income, 26th in appropriations per capita, and 20th in percent increase in appropriations from 1979-80 to 1981-82.
- In 1980-81 appropriations per full-time equivalent student, Virginia was 9th among the 14 southern states.
- In 1980-81 Virginia had an enrollment in state-supported institutions of higher education that was 3.18 percent of the state's total population; this ranked it 18th in the nation, well above the national average of 2.87 percent. This ranking places Virginia first among the 14 southern states.
- In 1980-81 Virginia's private colleges and universities had about 13 percent of the total student enrollment in the state; the national average was 24.15 percent. Virginia stood 27th nationally and eighth in the South.
- In 1980-81 the average faculty salary nationally for state-supported institutions was $24,129. Virginia's average was $22,145, ranking it 5th in the South. The average salaries of Virginia's full-time faculty ranked as follows among the southern states:
  - —first among 14 states for universities awarding more than 100 doctorates per year;
  - —sixth for universities awarding less than 100 doctorates per year;
  - —ninth for institutions whose highest degree is master's or professional;
  - —fifth for institutions whose highest degree is a bachelor's;
  - —first for two-year branches of senior institutions; and
  - —seventh for community colleges.
- Within the southern states, Virginia's average in-state undergraduate tuition and required fees tend to be high: second highest for all senior institutions, and eighth for community colleges.

  Out-of-state undergraduate tuition and required fees are comparatively low. Among the southern states, Virginia's out-of-state rates at the senior institutions rank fifth and seventh highest, depending on the type of institution. While Virginia's average in-state graduate tuition and fees are high among the southern states (first or second, depending on the type of institution), its out-of-state figures are low: seventh highest among all 14 states.

These national indices, which are derived from various sources, support the Council of Higher Education's judgment that Virginia's system of higher education is basically sound and vigorous. Clearly, however, much remains to be accomplished. More importantly, Virginia must ensure that gains made in the past are not eroded, and that the Commonwealth continues its progress toward providing all Virginians with higher education opportunities which are among the best available anywhere in the nation.

Table 16

Distribution of Faculty by Rank at Virginia's State-Supported Institutions

(1975-76 and 1980-81)

	1975-76						1980-81					
State-Supported Institutions	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other	Number of Faculty	Percent Professor	Percent Associate Professor	Percent Assistant Professor	Percent Instructor	Percent Other
George Mason University[1]	276	10.9	27.2	55.8	6.2	—	381	12.6	36.0	48.6	2.9	—
Old Dominion University	514	15.0	26.3	42.2	12.6	3.9	591	21.7	33.5	29.4	12.4	3.0
University of Virginia	754	35.7	28.4	33.4	0.8	1.7	915	34.6	28.5	30.7	3.3	2.8
Virginia Commonwealth University	824	12.7	25.5	45.9	15.9	—	811	17.8	30.8	42.2	9.2	—
Virginia Polytechnic Institute and State University	916	24.3	25.1	37.3	12.3	0.9	1,402	26.2	27.5	34.0	11.5	0.8
The College of William and Mary	325	29.8	37.5	30.2	2.5	—	355	42.3	37.2	18.3	2.0	0.3
Total—Doctoral	**3,609**	**22.2**	**27.3**	**39.9**	**9.4**	**1.1**	**4,455**	**25.9**	**30.6**	**34.2**	**8.0**	**1.3**
Christopher Newport College	92	9.8	28.3	55.4	6.5	—	102	22.5	40.2	27.5	9.8	—
Clinch Valley College	50	22.0	22.0	56.0	—	—	41	29.3	39.0	31.7	—	—
James Madison University	335	19.4	25.7	43.0	11.3	0.6	437	20.8	27.9	36.8	14.4	—
Longwood College	148	16.9	32.4	40.5	10.1	—	152	17.8	35.5	35.5	11.2	—
Mary Washington College	126	31.0	28.6	34.1	5.6	0.8	126	35.7	31.7	27.8	4.8	—
Norfolk State University[2]	358	20.9	20.7	33.2	23.7	1.4	335	27.2	21.5	33.7	17.3	0.3
Radford University	238	22.7	21.8	44.5	10.9	—	284	22.5	23.9	43.0	10.6	—
Virginia Military Institute	94	43.6	18.1	33.0	3.2	2.1	94	50.0	13.8	25.5	8.5	2.1
Virgina State University	226	17.3	24.3	46.9	11.5	—	199	22.6	22.1	42.2	13.1	—
Total—Comprehensive	**1,667**	**21.5**	**24.3**	**41.3**	**12.4**	**0.6**	**1,770**	**25.1**	**26.6**	**35.8**	**12.3**	**0.2**
Total—Four-Year Institutions	**5,276**	**22.0**	**26.4**	**40.4**	**10.3**	**1.0**	**6,225**	**25.7**	**29.5**	**34.7**	**9.2**	**0.9**
Virginia Community College System	**1,734**	**4.8**	**19.8**	**42.6**	**32.8**	**—**	**1,977**	**10.2**	**29.7**	**39.7**	**19.8**	**0.6**
Richard Bland College	33	6.1	24.2	39.4	30.3	—	31	9.7	38.7	45.2	6.5	—
Total—Two-Year Institutions	**1,767**	**4.8**	**19.9**	**42.6**	**32.8**	**—**	**2,008**	**10.2**	**29.9**	**39.8**	**19.6**	**0.5**
Total—All Institutions	**7,043**	**17.7**	**24.7**	**40.9**	**16.0**	**0.7**	**8,233**	**21.9**	**29.6**	**35.9**	**11.8**	**0.9**

Source: HEGIS Form 2300-3

[1] George Mason University moved from comprehensive to doctoral level in 1980-81

[2] 1976-77 data used for NSU

The Issues

Teacher Education

Introduction

The 1979 update of the *Virginia Plan* observed that "the relationship between the needs of the public schools and Virginia's colleges and universities is still a key issue, as it was in 1974." This statement remains appropriate in 1981. The Southern Regional Education Board's Task Force on Higher Education and the Schools highlighted this issue in a June, 1981 report.[1] The report praised the achievements of member states which have made "giant strides expanding educational facilities and offerings, and in expanding *opportunities* for all citizens at all levels of education." The Task Force then identified the next challenge as "an unprecedented need [to] improve the *quality* of education."

The SREB report documented vigorous efforts throughout the region to address the issue of quality by focusing on the need in each state to strengthen teacher preparation and to revise the standards for certification. The nationwide concern with these two processes originated with reports concerning the decline in skills and knowledge demonstrated by the nation's school children. Although there are undoubtedly many reasons for the decline, including socioeconomic problems and environmental problems within the schools themselves (a breakdown in discipline, excessive paperwork requirements on teachers, etc.), many observers have associated poor student test scores with badly trained and untalented teachers. Although this association oversimplifies the problem and does injustice to the thousands of able, dedicated teachers who work long hours and receive relatively low salaries, there is nevertheless a relationship between the quality of teaching and student competence.

In the 1960's, a national study by James Coleman provide [illegible] of a strong relationship between th[illegible]ties of teachers and the verbal pe[illegible]eir students.[2] A more recent study in the Philadelphia school system found that the quality of a teacher's undergraduate program influenced the academic gains made by students, with the greatest impact among pupils from low-income families.[3] Thus, there is evidence to support the premise that strong teacher preparation is a prerequisite for improving educational achievement and quality.

The Council of Higher Education recognizes that the responsibility for improving the academic performance of the nation's and the Commonwealth's schoolchildren should be shared widely. The Council also acknowledges that many of the societal and environmental problems relating to public education must be solved in order to establish an atmosphere of learning within the classroom and that, in particular, salaries must be significantly improved in order to attract and retain the best possible teachers. Nevertheless, the Council believes that a new cooperative effort should begin immediately in order to address the unresolved issues relating to teacher preparation and certification. The objective, quite simply, should be to put the Commonwealth in the forefront of the states in ensuring that quality education occurs in the classrooms. The recommendations offered in this paper are presented to this end.

Selection of Potential Teachers

Virginia's relatively stable school-age population offers educators an opportunity to focus on improving quality. Although some projections suggest long-term teacher shortages, large numbers of additional teachers are not likely to be needed in the immediate future. Instead, schools demand teachers who are prepared to staff critical shortages in a few subjects (for example, mathematics, science and the vocational-technical areas). The state also needs teachers able to respond to an increasingly diverse student clientele with special learning needs, as well as teachers willing to work in rural and inner-city school systems where openings are more available. Most importantly, Virginia needs exceptional teachers who can help improve the quality of its secondary school graduates, and, ultimately, its citizenry.

Virginia's colleges and universities are particularly well-suited to exercise leadership in the selection of potential teachers. These institutions historically have produced most of the state's teachers. In fact, the largest percentage of undergraduate degrees conferred annually by the state-supported institutions (17 percent) is awarded to students in education programs. Although schools and departments of education would certainly prefer to select their majors from among the best college students, evidence suggests that this is not generally possible. The Commonwealth is still attracting a large number of excellent students into teacher education, but the situation here is much the same as throughout the rest of the nation: "the academic ability of education majors is both low and declining, and teaching appears to be attracting the least academically able students."[4]

A 1976 national study found that education students scored lowest of all major groups on both the mathematics and verbal sections of the Scholastic Aptitude Test.[5] A study completed by the Council of Higher Education staff in 1980 indicates a similar disparity between students majoring in education and those enrolled in other majors in Virginia's colleges and universities. Though scores on Scholastic Aptitude Tests (SAT's) have declined nationwide in recent years, the rate of decline for education majors has been twice the national average.[6] The danger is that even more academically able students will not seek entry into teaching. Internal competition for majors in the colleges and more lucrative career options outside education, especially for bright young women who traditionally chose teaching, make this fear realistic. Nationally, competition among universities and colleges for the declining numbers of college-age youth may add to the problem and increase the possibility of lower admission standards. Despite these complications, the Council is convinced that admissions standards for teacher education can and should be improved.

To ensure that the Commonwealth produces teachers of high quality, the admissions requirements for Virginia's teacher education programs should be strengthened. The Council recommends that each institution in the state having a teacher preparation program examine its current admissions standards and establish new minimum standards for prospective teachers. In developing the standards, each institution might use students' high school records, performance on a national college entrance examination, and accomplishments during the freshman and sophomore years in a program of general studies. In addition, the institutions should have available the test results obtained on a common proficiency examination administered annually to all students desiring to major in a teaching program.

According to a recent report from the Southern Regional Education Board, eight of the 14 member states of SREB will, by 1983, require prospective majors in teacher education either to have a minimum score on a national college entrance examination or to pass a common proficiency test developed by the state. The Council recommends that each Virginia institution offering teacher education programs establish, as part of its own admissions requirements into those programs, a minimum score on a national college entrance examination and that, in addition, each student be required to take a statewide common proficiency test. Although the test results should initially be used by schools or departments of education as only an aid in making admissions decisions, the Council recommends that the Commonwealth require a minimum statewide score on the proficiency test at a date to be set in the future.

The minimum standards established by each institution should reflect a determination to limit admission into the program to students with outstanding academic and personal records. The Council proposes that, after revising the requirements for admission, each institution then devise a plan for improving its new standards by designating a higher minimum target to be achieved by a specified date.

This proposal implies deferral of a decision on admission into teacher education programs until students have demonstrated success in completing a general education program during their freshman and sophomore years. Evidence that new teachers often lack strong backgrounds in fundamental skills and broad-based knowledge supports this proposal. By ascertaining the basic achievements of prospective teaching candidates, education programs can screen out or identify for remediation those not yet ready for a professional course sequence. Through the process of designing and implementing the proficiency examination, schools and departments of education can also clarify, for themselves and others, the background knowledge and basic skills needed for competency in the teaching profession. The colleges and universities, with the assistance of the Council and the Department of Education, and others as required, should collectively devise the initial common proficiency examination.

At present, only about one-half of the graduates of education programs nationally actually teach. Although motivation and commitment to teaching may develop slowly for some prospective teachers, identifying these traits early in the admissions process could allow students lacking such characteristics to move into non-teaching tracks. Recognizing that some students wish to major in teacher education but have little interest in classroom teaching, the missions of schools or departments of education could be expanded to include training in other fields. Potential education majors who are not interested in classroom teaching might be prepared for successful careers in such non-traditional educational settings as human services and corporate training and development. One advantage of this screening and tracking process is that a small group of promising teacher candidates could receive professional training without a drastic enrollment decline within the school or department.

The primary purpose of departments or schools of education should remain that of training students for teaching careers. For this reason, it may not be appropriate for all institutions to expand their mission according to the suggestions offered here. However, those institutions which elect to provide their education majors with a flexible program could prepare them for a variety of careers in much the same way that the study of law prepares students for a number of different occupations.

Teacher Preparation Programs and the Certification Process

Recruiting more committed and talented students into teacher education will not alone solve the problem of teacher preparation. Attention must also be paid to the quality of the curriculum. Poor performance on basic competency tests by many education graduates nationally supports this concern. The Council of Higher Education recommends that education departments and schools within the state conduct a coordinated, comprehensive self-examination of their offerings. The following matters merit special consideration in this planning process.

Educational missions benefit from reassessment and refinement. An effective strategy for accomplishing this revision is through cooperative discussions with school district personnel. The Director of the National Institute of Education has observed that "Perhaps one of the most promising developments in pre-service education today is that teacher education institutions and schools both realize that they must do a better job of training teachers. We are, therefore, seeing more and more instances of school districts and schools of education cooperatively planning undergraduate courses of study." By analyzing the range of programs offered and identifying the current function of each, institutions can be alert to shifting and emerging needs within the schools and among related occupations. In the process of matching programs with the Commonwealth's needs, institutional personnel will be able to identify changes occurring in communities, and how they might best adapt to these changes. Liaisons with other institutions, professional teaching organizations, the Teacher Education Advisory Committee of the State Department of Education, local school administrators, and board members may be helpful in defining a mission of service to

the profession and choosing new directions for program development.

Mission reforms can also be responsive to changing pupil needs, particularly among students with various learning disabilities and those from minority backgrounds. In addition, cooperative efforts to create innovative programs and to train for newly emerging careers may result. Finally, voluntary agreements among institutions to specialize in particular programs may help prevent unnecessary duplication of curricula within the state.

The mix of general studies, subject matter and professional courses within an education program is another issue for self-study. The performance of education majors nationally on tests of basic background knowledge and skills has been disappointing. The Council has proposed that institutions establish entrance requirements for admission into teacher education which take into account prospective majors' general knowledge and fundamental skills. This approach is reinforced when the curriculum is organized in a manner which guarantees extensive general education and intensive preparation in a discipline as an integral part of teacher education.

The competence of teachers is dependent not only upon the work offered in the school or department of education but also upon the quality of the courses offered by the faculty in the arts and sciences. Institutional agreement as to what constitutes a solid foundation for all lower division students would help to ensure that prospective teachers have a solid academic foundation upon which to add the knowledge and training gained in teacher training programs.

Reforms in teacher certification can complement revisions made in the curricula of teacher education programs. The Council of Higher Education supports efforts by the State Department of Education's Teacher Education Advisory Committee to revise current regulations. The Committee is proposing an "approved program" approach to licensure which requires that candidates for certification graduate from programs endorsed by the Department. The Council shares the Department of Education's underlying concern that prospective teachers experience a cohesive, structured undergraduate program. The Council also recognizes the approved program procedure as a unique opportunity for cooperative assessment of teacher preparation programs. Cooperatively, the Department of Education and the Council can better meet their statutory responsibilities for coordinating teacher education in the Commonwealth.

Teacher preparation and certification provide a good opportunity for program review because graduates are being trained and hired for a clearly definable group of employers, the school systems of the state. Through the Department of Education's approved program procedures, standards for measuring educational outcomes can be established in cooperation with faculty from schools and departments of education and potential employers in local school districts. As standards for entry into the profession are developed, judgments can be made about the ability of particular teacher education programs to produce graduates capable of meeting the state's requirements. The resources of higher education in the Commonwealth can then be used for improving programs and maintaining their continued contribution to the schools.

The approved program approach to teacher certification parallels—and may even be a promising alternative to—the accreditation of teacher preparation programs through regional or national accrediting bodies. The Council notes with interest a recent action by the Arizona Board of Regents adopting a moratorium on further affiliations with accrediting bodies by that state's colleges and universities. This action stems in part from a concern that the accrediting agencies may not be sufficiently sensitive to local and institutional circumstances when making their recommendations. When accreditation reviews result in unrealistic demands on the programs and the institutions offering them, the process threatens institutional autonomy. The Council supports a program review strategy which is sensitive to the historic and continued diversity of Virginia's institutions of higher education.

The Council of Higher Education also supports the Department of Education's initiative in exploring additional ways for prospective teachers to gain entry to the classroom. One proposal under consideration is the provisional certification of arts and science graduates, with a subsequent assessment of classroom performance during a probationary period. Although graduation from an "approved program" should continue to be the primary route for teachers in certain areas (for example, elementary education, vocational education, special education, and reading), the employment of outstanding liberal arts graduates at the secondary level could do much to strengthen the instruction at that level and might bring a new academic vitality to the nation's high school classrooms.

Measuring Teaching

One means of reviewing qualifications of prospective teachers is through testing prior to licensure. Sixteen states, including Virginia, require that candidates for certification take the National Teachers Examination. The wisdom of this policy has been demonstrated by a recent study in North Carolina designed to identify factors influencing student accomplishment.* The single most important predictor of student achievement was found to be teacher quality, as measured by scores on the National Teacher's Examination.

Some states, not including Virginia, define a minimum standard of achievement on this test. Other states have designed their own tests, which are intended to be more appropriate to local needs. Should the Department of Education decide to pursue either of these means for evaluating prospective teachers, the Council would be pleased to assist in any way possible. The institutions could also use the results of the tests to help them improve teacher education programs.

The Southern states have been leaders in the use of competency tests before certification. At a meeting in Lexington, Kentucky, in October 1981, the SREB Legislative Advisory Council approved a statement endorsing, among other items, "performance evaluation of teachers before they are granted standard certificates." Data from SREB indicate that four of its 14 member states already have established minimum NTE scores, one will require a minimum score in 1983, and another will establish a minimum by 1985. In addition, three other states use and require minimum scores on other tests, while another state uses the NTE but allows each college to set its own cut-off score.

The Council recognizes that requiring a minimum score on a competency test will not by itself assure that a person will be a capable, competent teacher in the classroom. For this reason, the Council encourages the institutions also to use other measurements of competence, including evidence of good teaching performance in a student teaching situation. In fact, the use of such measurements should begin early in a student's academic career with an exposure of the student, through a practicum or other clinical experience, to actual classroom situations. In this way, the student can begin to make a judgment regarding his or her level of interest in teaching and the institution can begin to evaluate the suitability of the student's personality as well as his or her effectiveness in dealing with children. In short, while Virginia should require prospective teachers to receive a minimum score on a cognitive test, the institutions should impose additional measurements, centering around supervised experiences, to assess a student's potential for becoming a successful classroom teacher.

Inservice Teacher Education

Higher education should also expand its efforts to provide continuing education for teachers. The institutional self-assessment of teacher preparation programs proposed by the Council would include attention to institutions' graduate and in-service offerings. The United States currently has about two million teachers, two-thirds of whom hold the bachelor's degree as their terminal degree. About 200,000 potential new teachers are being produced annually, adding to the stream of graduates who might benefit from further education.

The Council of Higher Education recognizes that good teaching, like good work in other professions, is not a static quality. To improve the quality of classroom performance, teachers must have opportunities to seek renewal. This is especially true in a profession where the pressures of the job are great and there is often lack of opportunity to move to new settings and challenges. Upgrading teachers' knowledge is essential when a stable workforce confronts a changing, diverse pupil population with new problems that require imaginative responses.

Although the Council supports increased efforts to provide continuing education to teachers, it offers two cautions about the growth of graduate and in-service teacher education. First, resources and attention must continue to be committed to the initial training of teachers. In-service education cannot be expected to overcome persistent deficiencies among large numbers of new graduates. Second, the Council is concerned about higher education's harmful contribution to a "credentialing spiral." Participation in continuing education by teachers can be motivated largely by the need to accumulate credit hours for salary increases. This demeans both the teachers and the courses they take. The purpose of the courses is to impart new or higher levels of skill, not to help teachers amass credit hours in order to qualify for deserved salary increases.

Institutions of higher education can provide useful and well-organized in-service activities for teachers. The Council of Higher Education endorses the efforts of the Department of Education to provide for in-service teacher education by creating opportunities for professional development throughout the Commonwealth. The Board of Education requested funds for this purpose in its 1982-84 biennial budget submission but received no funding in the Governor's target budget. Nevertheless, the Council continues to support funding for this activity.

The Department of Education proposes to provide professional development opportunities by soliciting competitive proposals from public and private institutions of higher education to offer programs of in-service education in particular regions of the state. Programs would be expected to reflect local school district needs, presumably established in consultation with school systems. Under the Department's concept, an institution receiving a grant would "provide assistance to educational personnel in strengthening skills and improving performance in the classroom. Classroom teachers, pre-service teachers, administrators, college professors, and paraprofessionals (would) be given an opportunity to share knowledge, to explore a wide variety of educational resources, and to receive training to upgrade performance." The institutions could also re-train teachers in subject areas where shortages exist.

In addition to providing flexible in-service education and retraining teachers, the institutions receiving the grants could provide pre-service training experiences and opportunities for teachers to obtain certification and re-certification. In addition, the institutions could serve as a place where teachers with special interests or concerns for learning problems could meet others with related commitments under the guidance of institutional staff.

The activities undertaken by an institution receiving a grant for in-service training should not be tied to the traditional means of funding higher education institutions. Instead, such programs should be funded within the Department of Education budget. The Department of Education would then contract for services with the institutions selected. Through this approach, the unproductive relationship between in-service education and credit hour production can be severed. In addition, because the program enrollments would not count in a state-supported institution's enrollment projections, the institution would not have to be as concerned with producing enrollments in order to have funds appropriated to it.

Summary of Recommendations and Conclusion

The Council of Higher Education proposes major changes to improve the quality of education in Virginia by strengthening programs of teacher education. Recommendations for change include:

- establishing higher standards for admission to a major in education and planning an institutional program for specified improvements in those standards;
- screening prospective majors in education after completion of the general education program, using tests of basic skills and knowledge and assessment of commitment to teaching;
- supporting an "approved program" approach to certification which will enable the Council and the Department of Education to cooperate in assessing the productivity of teacher preparation programs;
- supporting the Superintendent of Public Instruction's examination of alternative paths to teacher certification;
- creating regional professional development opportunities for pre-service teacher education, in-service staff development, the retraining of teachers, and educational research and innovation.

Finally, the changes proposed in this paper—to attract better students into the teaching profession, impose higher standards of achievement for education majors and beginning teachers, and improve the quality of teaching—also have financial implications for teachers' salaries. The National Institute of Education has portrayed the financial situation of teachers nationally as follows:

> *The average teacher today is 37 years old, has been teaching for eight years, and earns $11,800 on average at the elementary level and $12,196 at the secondary level for the 9-month school year. Not to put too fine a point on this issue: those are hardly generous salaries for individuals with 5 to 6 years of training beyond high school and 5 to 10 years experience.*[9]

As noted earlier in this paper, the need for better salaries is clear and consistent with proposals for upgrading the profession. The Council of Higher Education believes that the Commonwealth must improve teachers' salaries significantly as a means of supporting the changes it advocates. Higher salaries are also necessary to retain quality teachers in the Commonwealth, which at present annually loses about 40 percent of all teacher education graduates to other states.

Improving public education is an investment in the future of the Commonwealth and the nation. For this reason, the Council will pursue the policy proposals and mutual concerns outlined in this paper with the State Department of Education, the institutions of higher education, and other agencies and organizations involved in providing or supporting public education. The Council will also take an active and continuing role in analyzing admissions standards for teacher education, participating when appropriate in the revision of teacher certification regulations, approving new teacher preparation programs, and participating in cooperative evaluations of teacher education programs. In addition, because of the critical importance of improving the quality of teacher education, the Council will consider the feasibility of setting aside up to $1 million of its 1982-84 biennial appropriation under the Funds for Excellence program to provide direct support to the institutions as they undertake new efforts to accomplish this goal.

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(1) Task Force on Higher Education and The Schools, Southern Regional Education Board, The Need For Quality. Atlanta: SREB, 1981.

(2) James Coleman, ET AL., Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office, 1966.

(3) Anita Sommers, Equality of Educational Opportunity Qualified: A Production Function Approach. Philadelphia: Federal Reserve Bank of Philadelphia, Department of Research, 1975.

(4) Milton Goldberg, Congressional Record, September 11, 1981, E4165.

(5) W. Timothy Weaver, Education in Supply and Demand: Effects on Quality. Paper presented at the American Educational Research Association, New York, 1977.

(6) Ibid.

(7) Milton Goldberg, Congressional Record, September 11, 1981, E4166-7

(8) North Carolina Department of Public Education. Facts Behind the Figures. School Effectiveness Study. December 1, 1980

(9) Milton Goldberg, Congressional Record, September 11, 1981, E4165

Student Aid in Virginia: Issues and Recommendations

Introduction

In a 1978 publication from the Brookings Institution, higher education economist David W. Breneman and governmental policy expert Chester E. Finn, Jr., contended that while the price of higher education "*does* affect access . . . keeping tuition rates low across the board is a very expensive way to achieve access goals." They argue that a cheaper way is to target subsidies (low tuition or student aid) toward low-income students only, and they suggest that the policy in most states of using government funds to keep tuition low at public institutions "is hard to defend on access grounds."[1]

The findings from the Breneman-Finn study are particularly relevant to the present situation in Virginia. Because of scarce resources and the keen competition for available dollars, the Executive branch of state government has assigned budget targets to the state-supported institutions of higher education which would require those institutions either to raise significantly their tuitions in the 1982-84 biennium or to reduce their level of services. Many institutions, while reluctant to decrease services, fear that large tuition increases will impede access and adversely affect enrollments, especially if the increases come simultaneously with actions by the federal government to limit the expenditure of federal dollars to student aid. Yet, if the Breneman-Finn analysis is accurate, the institutions should have little concern about the proposed rise in tuitions as long as *sufficient* student aid is available to meet the needs of low-income students. The purpose of this paper, then, is to review the financial aid situation in the state; to discuss whether the aid available is reasonably sufficient to meet student need, especially in view of the recent limitations placed on the federal aid programs; and, finally, to recommend what changes should be made in the Virginia aid programs in order to ensure that Virginia students will continue to have access to the Commonwealth's institutions.

I. The Status of Financial Aid in Virginia

A. Recent Modifications in the Federal Student Aid Programs

The Education Amendments of 1980, which modified and extended the Higher Education Act of 1965, authorized the expenditure of approximately $49 billion for higher education purposes during the next five years. At least $10.5 billion of this total was for the uncontrollable administrative costs associated with the Guaranteed Student Loan (GSL) program, which until recently provided low-interest (9 percent) loans up to $2,500 to practically all students who applied. The law also increased, in stages, the maximum student grant available under the Basic Educational Opportunity Grant (BEOG) program (re-named the Pell Grant program by the law), re-authorized with only minor modifications the remainder of the campus-based programs (Supplemental Educational Opportunity Grants, College Work-Study, and National Direct Student Loans), and established a new parental loan program (similar to the GSL program) at a 9 percent interest rate.

The cost of student aid, particularly the federal outlay for the GSL program, was a major concern of the congressional budget and appropriations committees over the two years prior to the re-authorization of the Higher Education Act. Despite this fact, the new Act did nothing to curtail GSL expenditures. Noting the situation, the Council of Higher Education, in a report to the General Assembly in January, 1981, warned that:

> *Given the unlikely prospect of Congress appropriating "sum sufficient dollars" for the aid programs and in view of the runaway cost of the GSL program at the present time and the prospect of little change in this trend in the near future, Congress may well find it impossible fully to fund the BEOG program and the maximums authorized under each of the campus-based programs, even if it continues to increase the total dollars made available for financial aid.*

The Council concluded that "the federal financial aid program, as re-authorized, are seriously flawed and . . . the entire process of providing aid to students is threatened." The Council suggested that the Commonwealth make every effort to bring this situation to the attention of federal authorities and that significant changes be made, especially toward controlling the costs of the GSL program.[2]

The Council's concerns were shared by other states, all of which feared a stabilization, or even a decline, in the need-based grant funds available to students, if the GSL costs were not reduced. As the Council warned in its report, should the funding for the need-based grants be adversely affected, "the principal responsibility for providing access to higher education, and of maintaining college enrollments at a level necessary to the continued viability of institutions, will have dramatically shifted to the states."[3]

The higher education community soon realized, shortly after the inauguration of President Ronald Reagan, that all federal student aid funds were in peril. As President Reagan set about to control federal spending, it became evident that not only would the GSL expenditures be controlled, but funding for most student aid programs would be set far below the limits authorized only a few months earlier in the Higher Education Act. Following extended congressional debate, the funding for the Pell Grant program was decreased for the 1981-82 academic year (from approximately $2.65 billion to $2.35 billion and a maximum student award of $1,670, down from $1,750 the previous year), while funding for the NDSL program declined $100 million to $186 million.

The Budget Reconciliation Act passed by Congress in late July, 1981 (and which will initially affect most students enrolling in the 1982-83 academic year), contained significant changes not only in the funds made available for the student aid programs, but in the programs themselves. All of the changes are intended to limit student participation, thereby reducing the total cost of the programs. Moreover, additional modifications in the programs or in their funding levels may be made in the near future in order to control further the Fiscal Year 1982 spending, if the federal government's deficit proves to be greater than anticipated.

The changes already made in the federal aid programs have important implications for students and their families, as well as for the states. The federal programs have grown dramatically over the last nine years, and especially so during the last three. Not only have they become increasingly important to students from low-income families who must depend on them for access to higher education, but students from middle-income families are now relying upon them (particularly the GSL program) to relieve the financial strain on their families and to assist them in attending their first-choice institutions. As the federal funds decrease, all of these families—low and middle income—are likely to look increasingly to the states to provide educational access and choice.

Higher education costs will undoubtedly continue to escalate. The rising costs must be borne by the institutions (through improved efficiency or a reduction in programs and services), by the state (at a time when resources are scarce and there is a growing list of high priority programs to be funded), by the federal government (strict funding restraints have now been established), or by the students and their parents. In view of the new restrictions on federal spending, the likelihood is that the burden will fall most heavily on the state, the students, and their parents. How much greater a financial burden parents can assume remains to be seen, especially in view of the decline brought about by inflation in each family's discretionary income. Certainly at this time the demand for higher education continues strong in Virginia, with enrollments in the 1981-82 academic year up about 2.5 percent over the previous year. The real test will come in the 1982-83 academic year when the limitations on the federal funds will coalesce with what are expected to be large increases in tuition in Virginia's senior, state-supported institutions.

B. The State Student Aid Programs

Financial aid in Virginia is big business. With the dramatic growth in the GSL program, the total financial assistance annually provided to Virginia students totals almost $200 million (see Table 1). Yet, because of the increasing costs of college attendance and the sustained economic conditions which seem simultaneously to produce both recession and inflation, there is no surplus of aid dollars. Instead, given the relatively high tuition rates already charged to resident undergraduates attending Virginia's state supported institutions, there is evidence that Virginia does not at present have sufficient aid to meet the financial need of the students already enrolled.[4]

Under the state's current funding policy, institutional tuitions will continue to increase, because tuition costs to the students automatically rise as the state increases its institutional funding per student. As noted earlier, some institutional tuitions will dramatically increase if the 1982 General Assembly adopts the Governor's budget targets for 1982-84. These targets modify the present 70/30 tuition policy (80/20 for community college students), so that by the end of the biennium senior institutions would be required to raise up to 35 percent of the appropriation for educational and general activities from tuition and fees, while community colleges would have to raise 25 percent from the same source. The tuition charges at the private institutions in Virginia are also relatively high and constantly escalating, thereby increasing student need.

At present the Commonwealth provides almost $18 million annually in grants to students attending public and private institutions in Virginia (Table 1). The funds are provided through approximately 20 diverse programs, some of which are administered by the Council of Higher Education but many of which are operated by the institutions directly or by other state agencies. In addi-

Table 1
Major Financial Aid Programs Available to Virginia Students: 1980-81

Programs	Approximate Funding	Approximate Number of Students
Federal		
Basic Educational Opportunity Grants	$ 40,000,000	40,000
Supplemental Educational Opportunity Grants	6,500,000	9,000
College Work-Study	11,200,000	16,000
National Direct Student Loans	5,100,000	12,000
Guaranteed Student Loans	101,000,000	40,000
Other Federal Programs (Law Enforcement, Health Care Professions)	2,000,000	500
Total Federal Programs	$165,800,000	
State		
Tuition Assistance Grant Program	7,300,000	11,900
College Scholarship Assistance Program	3,800,000	14,500
Institutional Appropriations for Student Aid	3,100,000	5,500
Commonwealth Incentive Grant Program	1,000,000	1,000
Soil Scientist; Medical and Dental scholarships; Nursing and Dental Hygienist	500,000	100
Other State Programs (Unfunded Scholarships; War Orphans; Eastern Shore Tuition Assistance Program)	800,000	800
SREB Contracts	900,000	200
Other Affirmative Action Programs	100,000	30
Total State Programs	$ 17,500,000	

tion, although the federal government is the final insurer, the Commonwealth, through the State Education Assistance Authority, has the initial responsibility to guarantee from default the large number of Guaranteed Loans made by private lenders and the Virginia Education Loan Authority, an agency which sells bonds and uses the proceeds to make Guaranteed Loans to students.

The Guaranteed Loan program, as well as all other loan programs, will continue to be important sources of student aid for Virginia students. The other major aid initiatives through which the state provides student aid funding are the College Scholarship Assistance Program (CSAP) and the Tuition Assistance Grant (TAG) program. In addition, the Commonwealth includes student aid funds as a line-item appropriation in each institution's biennial budget.

II. The Future of Financial Aid in Virginia: Is Student Access to Higher Education Threatened?

To appreciate fully the situation facing students who plan to enroll in the Virginia system of higher education in 1982 requires a brief review of a number of variables which might affect enrollment. First, the federal government acted to restrict funding for the federal student aid programs in the 1981-82 academic year. In Virginia, students will lose $4 to $5 million in Pell Grant funds in the 1981-82 academic year and an additional $2 to $3 million under the NDSL program. Although changes in the GSL program did not generally become effective until October 1, some students who applied after that date, or whose loans were not processed by that time, will not qualify for loans this year. The result could be a loss in GSL funds of betw[illegible]d $10 million this year.

In the 1982-83 academic year, Virginia students could be expected, at best, to recover the 1981-82 loss in Pell Grants and NDSL funds, while losing another $10 to $15 million in GSL loan funds. At worst, depending on whether proposals presently being presented to Congress are adopted, Virginia students could lose another $10 to $15 million in Pell Grants and campus-based aid funds and an additional $25 to $40 million under the GSL program.

Recognizing the disproportionate rise in student tuitions which will likely occur in 1982-84 at the state-supported institutions, the Governor's budget target for the institutions includes an increase in student aid funds approaching 100 percent over the present biennium. The increase, however, varies according to each institution's expected tuition increase. Moreover, it is intended only to offset partially the proposed tuition increase of $48 million which is projected *in addition to* the usual increase that would occur if the 70/30 and 80/20 formulas were left intact. The result is a net additional charge to students of about $39 million for 1982-84. The additional student aid dollars included in the Governor's targets, therefore, will not increase access; the funds are intended only to maintain access, in terms of tuition costs, at a relatively constant level. In addition, the total cost of higher education for the individual student will increase still further if the charges for auxiliary services (room, board, etc.) escalate at the rate now projected by Council staff.

Whether students will find their access adversely affected depends, of course, upon the number of students who can afford the higher tuitions. The Breneman-Finn study implies that a large number of students have the resources available to meet the new charges. The unknown variable here is the amount of additional money which can be applied by parents and students toward total educational charges. But with a "normal" tuition increase of between 5 and 10 percent over 1981-82 charges, a further collective tuition increase averaging $19.5 million each year, and significant increases in room, board, and other incidental expenses (books, travel, etc.), there can be little doubt that the total cost of higher education will increase significantly for Virginia students in 1982-84.

While Virginia may increase its appropriations for student financial assistance in order to help students facing increasing costs, it is unlikely, given the current demand for state resources and the numerous funding priorities, that the Commonwealth will be able to provide sufficient additional resources to keep the future cost of education proportional to the cost in the present biennium. As a result, families will be required to allocate even more of their discretionary income toward higher education costs, and all financial aid will be made available only to the neediest students. In the process, many parents and students will be forced to establish new spending priorities on the use of their discretionary income.

In view of the increasing demands on state resources, it is important to re-examine the funding currently available as aid to students in order to determine whether the present aid programs represent the most effective and efficient use of state tax dollars.

III. Recommendations for Modifying Virginia's Student Aid Programs

In view of the situation described in Part II of this paper, the state has a pressing need, first, to make certain that the additional institutional aid funds included in the Governor's target budget for 1982-84 are actually appropriated. Along with increasing institutional appropriations, the Assembly should increase its funding for the College Scholarship Assistance Program, the statewide need-based program which was intended to help ensure access. The increase in institutional appropriations will partially off-set the projected tuition increases above 70/30 and 80/20. Without a significant increase in funds to the CSAP program in order to provide access in the first place, however, a large number of students may be restricted in their ability to enroll in higher education. Third, the Commonwealth should re-examine the many aid programs through which it assists students in special programs; some of these may no longer be necessary. All of these proposals will be examined in this section of the paper.

A. Institutional Appropriations for Student Aid

Each state-supported senior institution and Richard Bland College has in its operating budget a line-item appropriation for student assistance. An institution, after submitting a plan for the use of the funds and receiving approval from the Council of Higher Education, may use its annual appropriation for student assistance for one or more of the following purposes: (1) to make undergraduate grants based on need; (2) to make awards, which may or may not be based on need at the discretion of the institution, to graduate students; (3) to make contributions to the institution's State Student Loan Fund; and (4) to provide the institutional match for any federal or private financial assistance programs which require matching funds. In the 1980-82 biennium, the institutions collectively are receiving $6,414,290 in institutional student aid funds. In 1978-80, the institutions received $7,370,550. The decrease in discretionary funding resulted because of the establishment of the Commonwealth Incentive Grant program, an "other-race" scholarship program established by the General Assembly, on the recommendation of the Governor, to attract additional black students to the traditionally white senior institutions and additional white students to the traditionally black senior institutions. The funding for this program during the 1980-82 biennium totals approximately $2.5 million, a portion of which came from funds which otherwise would have gone into the institutions' student aid appropriations.

The line-item appropriation for student assistance is important to the institutions for two reasons: (1) it provides funds for financial aid officers to use in rounding out a student's financial aid package, and (2) it is a principal source of financial aid funds for graduate students attending Virginia's institutions. Except for the National Direct Student Loan program and the Guaranteed Student Loan programs, graduate students are virtually excluded from receiving federal financial assistance. The state appropriation allows an institution to provide fellowship funds for graduate students, as well as funding for assistantships which provide both aid to students and services to the institution.

Recognizing the need to provide additional funds to offset partially the significant tuition increases which most institutions will have to implement if their funding follows that proposed in the budget targets for 1982-84, Governor John N. Dalton proposed an increase of almost 100 percent in the total state funds provided to the institutions for aid purposes. The additional aid would be distributed among the institutions according to the expected tuition increases. In this way, for about every $6 which an institution must raise in additional tuition, it could expect to receive $1 in additional student aid funds.

In view of the decreases in federal student aid funds, the institutions' augmented line-item state appropriation for aid will become more important in 1982-84 as a means of attracting and enabling students to enroll. For this reason, the institutions should be allowed maximum flexibility in the use of these funds, including the possibility that they might assist part-time students who are likely to be disproportionately affected by the decline in federal funds. Because of their high enrollment of part-time students, the community colleges, in particular, should be permitted flexibility in the use of their state aid appropriations.

B. Commonwealth Incentive Grant Program

In an evaluation solicited by Council of Higher Education staff in the Spring of 1980, the presidents of the state-supported institutions expressed the view that this program had been only minimally effective in attracting "other-race" students. Many of them predicted that the attrition rate for students receiving grants under the program would be high because of the funding limitation. However, in a follow-up study conducted by the Council staff, 82 percent of the students who received awards in their freshman year returned for their sophomore year at the same institution.

The future of this program is tied to the outcome of *The Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education* (1978). The current plan expires in the 1982-83 academic year. If Virginia has met its numerical objectives at that time, presumably no further plan will be required. Regardless of the status of the plan, it is assumed that the Commonwealth will want to maintain a program to provide special assistance in the recruitment of "other-race" students. During 1982-83, the Council and the institutions will complete a review of the Commonwealth Incentive Grant Program in order to determine if it has met its objectives or if the funds could be used more beneficially in providing other forms of student assistance.

C. College Scholarship Assistance Program (CSAP)

Over the last eight years, the applications to this program have increased from approximately 250 in 1973 to 39,000 in 1981. The funding, meanwhile, has grown from about $500,000 to $2.1 million, with an additional $1.7 million in matching funds annually made available through the federal State Student Incentive Grant program. For the last three years, the state funding for this program has not increased. In order to provide awards averaging $214 to the eligible applicants who applied for the 1981-82 academic year, the Council had to set the minimum student need necessary to qualify for an award at $3,000. This meant that over 7,000 students who applied for an award and had substantial financial need received no offer of aid at all.

With stable funding and the increasing number of applications, the future of the CSAP program is in doubt. The Council believes that further decreasing the average size of individual student awards under the program would result in the program no longer being useful. At the same time, further limiting the participation of students in the program would defeat its role as a statewide need-based program intended to assist a large number of Virginia students who have financial need.

Ideally, the CSAP program should be Virginia's foundation program of student assistance. Following the model of the federal Pell Grant (Basic Grant) program, a financial aid officer should be able to estimate the amount a student will receive under CSAP and use both the Pell Grant and CSAP estimates to form the basis of a student's total package of aid. If funding were available to accomplish this goal, the Council has suggested that the minimum average per student award under CSAP should be at least $400. Although the Council requested funds to reach this level in the 1982-84 biennium, sufficient funding was not provided in the Governor's budget target. Therefore, the Council has requested, as an addendum to its 1982-84 budget request, an additional $1.7 million in the first year and $1.8 million in the second year of the biennium. If this funding is provided, the number of students receiving CSAP assistance would not appreciably increase, but the average award would approach $375 per student.

Regardless of the level of future funding for CSAP, the Council proposes, by modifying the regulations for the program, to tighten the eligibility requirements to ensure that awards go only to degree-seeking students who complete degree requirements within a reasonable period of time. Among the changes under consideration, all of which are intended to ensure better use of the available resources, are modifications to limit the number of terms (quarters or semesters) in which a student would be eligible for an award and to make more stringent the application of the need-analysis methodology. The Council will continue to discuss specific proposed program modifications with its various advisory committees and will adopt changes, as appropriate, in the regulations governing the operation of the program.

D. Recommendations for the More Efficient Use of Current Aid Funds

The Commonwealth has at least seventeen diverse programs through which it provides aid to students. These programs, the amount of their funding, and their funding sources are shown in Table 2. Included in the list is the institutional aid program described earlier, so the actual number is sixteen. Several of the programs do not receive direct state funding; instead, their costs are borne by the individual institutions. All of the programs were established to meet needs of ten, twenty, and even thirty years ago. As a result, it seems appropriate to re-examine their present value and to redirect their funding into other needs if some are deemed no longer necessary.

One program for which the Council recommends significant changes is the Regional Grants and Contracts Program currently administered by the Council. Within this program, the Council proposes to eliminate the current funding for library science scholarships ($147,000 in the 1980-82 biennium), and forestry scholarships ($28,895 in 1980-82). It also recommends reducing the biennial funding for the Eastern Shore Tuition Assistance Program by $40,000.

The library science contracts have been provided because no Virginia state-supported institution has a master's degree program in library science. Under the program, Virginia students attending selected out-of-state library science programs may pay in-state tuition rates, with the Commonwealth providing the cost differential to the out-of-state institutions. Currently, however, there is no market for additional persons with library science degrees. The employment situation in this field was re-affirmed recently in a study conducted among library directors by the Council staff. Therefore, the Council sees no need to continue state funding for this purpose, and it recommends that the funding for both the library science and forestry scholarships be used to enable the Council to contract for undergraduate engineering spaces for citizens in Northern Virginia.

The need for additional engineers in the Commonwealth is well documented in a Council study submitted to the 1981 General Assembly. The study reviewed the need to provide engineering programs for citizens in the urban areas of Richmond-Petersburg and Northern Virginia. One of the proposals for providing increased access to these programs involves contracting for spaces with the institutions that offer engineering programs in Washington, D.C. Despite the demonstrated need, the funding to initiate this effort ($169,200) was not included in the Council's 1982-84 budget target for Regional Grants and Contracts. This recommendation provides a means of obtaining the necessary funding within the constraints of the present target budget.

In proposing to eliminate current funding for library science contracts, the Council recognizes a continuing need for the professional development of librarians who are already employed in the Commonwealth. Therefore, the Council encourages employers, including state and local governments, to provide tuition assistance for part-time and, as appropriate, full-time educational opportunities for their employees.

The funding annually provided for the forestry scholarships, another contract program assisting students going out-of-state, is never fully expended. Consequently, there seems little demand to continue the program at this time. Similarly, the total funds appropriated to assist Eastern Shore students, who are geographically separated

Table 2

Virginia Programs of Student Assistance

(1980-82 Biennial Appropriations)

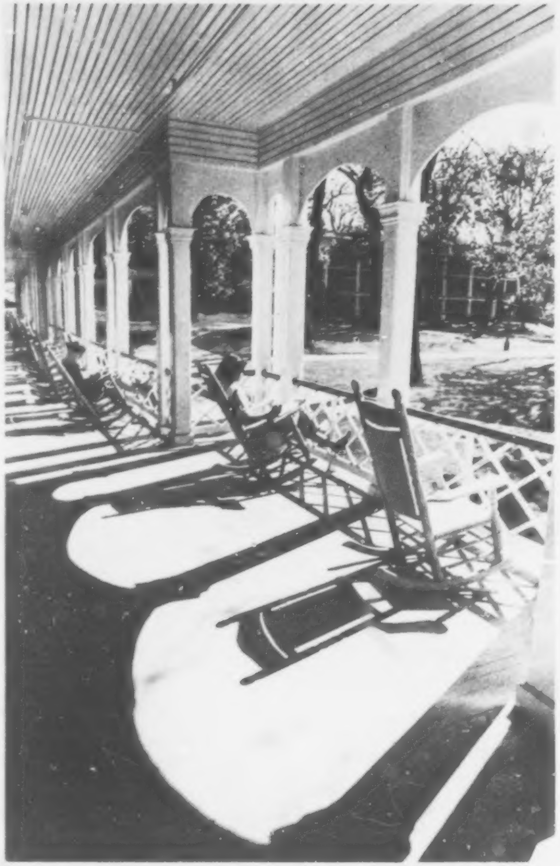
Program	**Administration**	**1980-82 Funding**
State Law Enforcement Officers Educational Program	State Department of Education	$ 110,700
Medical and Dental Scholarships $ 67,500 × 2 = $135,000 (UVA) $ 25,000 × 2 = 50,000 (EVMS) $107,000 × 2 = 214,000 (VCU) $399,000	Institutions	399,000
Nursing and Dental Hygienist $121,000 × 2 = $242,000	Board of Health	242,000
Virginia Mental Health and Mental Retardation Scholarship Fund	Department of Mental Health and Mental Retardation	None
Unfunded Scholarships	Institutions	800,000 (estimated—tuition waivers)
Affirmative Action Scholarships	Council of Higher Education	200,000
Virginia National Guard Tuition Assistance	Department of Military Affairs	163,000 (Council of Higher Education estimate)
Program	**Administration**	**1980-82 Funding**
Virginia War Orphans Education Act	Institutions	$ 1,000,000 (estimated—free tuition)
Vocational Rehabilitation Scholarships and Loans	Department of Rehabilitative Services	1,217,000
Senior Citizen Tuition Waiver	Institutions	400,000 (estimated—free tuition)
Soil Scientists	Virginia Polytechnic Institute and State University	22,000
SREB Contracts	Council of Higher Education	1,855,995
Eastern Shore Tuition Assistance Program	Council of Higher Education	80,000
CSAP	Council of Higher Education	4,363,300
TAG	Council of Higher Education	15,852,500
Commonwealth Incentive Grant Program	Institutions	2,534,000
Institutional Appropriations for Aid	Institutions	6,313,290
TOTAL		$35,552,785

from Virginia's senior institutions, to attend certain institutions in Maryland are not being fully used. The Council recommends that the appropriation for this program be reduced by $40,000 for the biennium and that these funds, along with the current appropriations for scholarships in soil science ($22,000), be combined to provide partial funding for a new summer employment program for college students.

The new work program would supplement institutional efforts under the federal Work-Study program. Because federal funding for this program stabilized in 1980-81 (at the same time that a new federal law went into effect requiring the institutions to pay the federal minimum wage to a student employed under an institution's Work-Study program), most institutions depleted their funds for this program by the end of the academic year. As a result, a number of students who had previously been employed in the summer months through what is known as the "off-campus" Work-Study program (an arrangement whereby an employer pays up to 80 percent of the salary cost and the institution, using federal Work-Study funds, pays the remainder) were not able to find employment this past summer. The situation is likely to continue in the future.

In view of this, Virginia should seek the cooperation of private business and industry to begin a joint state-private enterprise work-study program to provide summer employment for students. Although the principal purpose of the program would be to aid students financially, the jobs made available should, whenever possible, relate to the students' academic or occupational interests.

The framework for this idea is already in place at Virginia State University, which has served as the state's administering agency for the off-campus component of the federal Work-Study program. Under the new proposal, an employer would pay up to 80 percent of a student's salary, while the state paid the remainder. The administration of the program could be coordinated through the Virginia State program, or it could be established in Richmond using Council staff or the staff of the Virginia Employment Commission. With good program management and the cooperation of private industry, an appropriation of $500,000 each summer could result in the employment of approximately 1,500 students who need the funds generated by a summer job to allow them to continue their schooling in the fall.



There has always been an important relationship between higher education and private enterprise. Too often, however, the private sector is simply approached for contributions without higher education demonstrating what it can provide in return. The proposed work-study program offers business and industry not only a means of assisting higher education and its students, but it also provides an immediate return on the investment. It is for this reason that work programs are becoming politically popular throughout the nation. Everyone benefits: the student, the private employer, and the institutions. Given inflation and the increasingly high tuition costs, it is an especially appropriate time to begin this joint private-state effort in Virginia.

E. Tuition Assistance Grant Program (TAG)

This paper should not conclude without also highlighting the continued importance of the TAG program. The program has two distinct purposes: to provide assistance to Virginia's private institutions in order to encourage the diversity in higher education in Virginia, and to provide students a freedom of choice in deciding to select a private institution over a public one. With regard to the latter, the specific purpose of the program is to help narrow the tuition gap between the tuition charged by public institutions and the higher tuition costs of the private institutions.

When the TAG program began in 1973, the $400 per student award reduced the tuition gap by approximately 33 percent. The present award of $700 per student reduces the gap by about 25 percent. Therefore, despite the fact that the level of funding for the program has significantly increased over the years, as has the per-student award, the relative significance of an award under the program has declined.

The increases in funding for the TAG program have been less than those recommended by the Council of Higher Education and the Council of Independent Colleges in Virginia (the private college association). For the 1982-84 biennium, the Council requested sufficient funds to increase the award to $1,000 per student in the first year and $1,100 in the second year of the biennium. To implement the request, approximately $27 million would have been required. The Governor's budget target provides about $23 million. Therefore, the Council has requested, as an addendum to its budget, an additional $1.5 million for the program in the next biennium. The additional funding would allow the per-student awards to go to $900 in the first year and $1,000 in the second.

The Breneman-Finn study referred to earlier in this paper revealed that while students from high-income families will achieve access to higher education regardless of its cost, they nevertheless "remain somewhat sensitive to price in deciding *where* to go to college." As a result, many students from high-income families who are now attending public institutions would have chosen to attend private institutions except for the large tuition gap, the authors conclude.[5] Virginia has been one of the leaders in the nation in establishing and funding a student aid program which helps to narrow the tuition gap. As long as the Commonwealth can continue to ensure access to higher education, it should also assist students in attending the institution of their choice.

Conclusion

The 1982-84 biennium will bring new challenges for higher education in Virginia. Scarce state resources, unusually high increases in charges to students, and limited federal financial aid will result in more students looking to the Commonwealth for additional financial assistance. In response to these projected developments, the Council has recommended a significant growth in several state aid programs and has proposed modifications in others. At the same time, the Council, recognizing that all institutions and agencies must do more with less, has reviewed the list of diverse aid programs and has concluded that some of the resources now provided to certain programs might be directed toward new programs that better meet the changing needs of Virginia's citizens.

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(1) David W. Breneman and Chester E. Finn, Jr., *Public Policy and Private Higher Education* (Washington: The Brookings Institution, 1978), p. 183.

(2) *Financial Aid in Virginia: A Report to the General Assembly of Virginia* (Richmond: State Council of Higher Education for Virginia, January, 1981, pp. 35-41.

(3) *Ibid.*

(4) This fact was emphasized in a report completed for the Council of Higher Education by the College Scholarship Service (a national financial aid service organization) in September, 1980. Reviewing the financial condition of aid applicants who filed for assistance at Virginia institutions for the 1980-81 academic year, the CSS identified an unmet financial need (as measured by a uniform method used nationally) of at least $34 million. The unmet need resulted even with the students' receipt of almost $200 million in aid. Moreover, the CSS analysis did not attempt to include the financial need of students who did not seek admission to Virginia's institutions because they did not believe they could get enough money to attend.

(5) Breneman and Finn, p. 185.

Postsecondary Education for Military Personnel in Virginia

Among the challenges facing higher education in Virginia today is the need to provide quality education to military personnel stationed in the Commonwealth. Though ranking 14th in overall population, Virginia is third among the 50 states in the number of active-duty military personnel, surpassed only by California and Texas. During the past decade, a number of academic programs have been designed to meet the educational demands of the Virginia's military population. Public and private institutions of higher education, both within the Commonwealth and from out-of-state, have sought to provide educational services for military personnel in a variety of traditional and nontraditional ways.

According to data reported by the Department of Defense, about 86,500 active-duty military personnel are stationed in Virginia, together with some 96,000 civilians employed by the Department of Defense at various locations throughout the Commonwealth. Nearly 88 percent of the approximately 18,000 officers in Virginia hold college degrees, while fewer than two percent of the enlisted personnel are college graduates. Almost 80 percent of the enlisted personnel have completed high school or the equivalent, but no college-level work. Of all military personnel, 53 percent are married and have approximately 8,000 to 10,000 children who are college-age or near college-age.[1] The potential military market, then, for institutions operating in Virginia may approach more than a quarter of a million people. This group includes a heavy concentration of enlisted persons and their spouses and dependents, who may seek associate and baccalaureate degrees, together with a large number of officers who may seek master's or other advanced degrees.

Educational Benefits under the GI Bill

Providing postsecondary educational opportunities to the military has changed considerably since 1944, when the 78th Congress enacted the Serviceman's Readjustment Act—popularly referred to as the "GI Bill." Under the original GI Bill, as well as its various revisions since World War II, the veteran was encouraged to take advantage of available postsecondary educational opportunities with funds provided to support him or her in pursuit of a college degree. The GI Bill fostered a new age of older and more experienced students, who flocked to college campuses throughout the nation following World War II, the Korean War, and the Vietnam conflict.[2]

The military's commitment to providing educational opportunities for its personnel is longstanding. Since the 1950's, men and women in the military services have been encouraged to participate in off-duty educational activities, and institutions of higher education have been sought to provide these essential services. During the 1970's, however, the transition to an all-volunteer military force precipitated numerous changes, including significant revisions of the GI Bill. In 1977, the original concept in the GI Bill was replaced by a new strategy that altered the relationship between the military and the nation's colleges and universities. With an enlisted military population that is generally less well educated and less prepared academically than its predecessor service popula-

tions between 1945 and 1975, the emphasis shifted to education *during* military service (that is, during the service member's off-duty hours) and away from education *after* the completion of military service.

This change can be attributed, in part, to revisions in the financial assistance available to active-duty military personnel and veterans. The current GI Bill (the Veterans' Educational Assistance Act of 1977), unlike the earlier entitlement program, is contributory. Under the 1977 revision, all military personnel who first entered the service after December 31, 1976, are eligible to participate by contributing monthly toward their education. Every dollar contributed is matched by two dollars from the Veterans Administration. Service members are prohibited from using these benefits during their first term of enlistment, and after re-enlistment or termination of service they can use only the benefits accumulated in the fund. For various reasons, this contributory program has not been as popular as its predecessor entitlement program and is currently under review.

A longstanding alternative to these entitlement and contributory programs is a tuition assistance program for active-duty personnel, whereby the Department of Defense pays for at least 75 percent of the service member's tuition, fees, and related costs and up to 90 percent for certain military personnel who have not reached their fifteenth year of service. The tuition assistance program has been immensely popular and has precipitated significant growth in the demand for postsecondary education by active-duty service members.

One result of the change from post-service education to in-service education has been the creation of an informal national network of institutions that have attempted to meet the needs of the military by providing educational opportunities on military bases in every part of the nation and overseas. Many of these institutions crossed state boundaries to provide educational services. In doing so, they addressed some of the concerns of the military services, but created new problems for state agencies responsible for higher education planning, coordination, and consumer protection.

Degree programs on military bases have become popular for a host of reasons. Students appreciate the easy availability of the programs, the liberal policies on transfer credit and academic credit awarded for occupational experience, the flexible scheduling, and the nontraditional approaches to learning. In fact, the military has fostered these changes by encouraging participating institutions to make every effort to accommodate their programs to the special needs of today's active-duty military student. Institutions have responded by developing intensive courses, shortened semesters, and nontraditional curricula to encourage the military student to participate in higher education.

The Challenges of Department of Defense Directive 1322.8

A study conducted in 1979 by the Council on Postsecondary Accreditation, at the request of the Department of Defense, concluded that there were serious deficiencies in the college programs being offered on some 14 military bases throughout the United States. The case study, which included four naval installations in Virginia, noted deficiencies in such areas as administration and organization, curricular content, qualifications of faculty, and support services (especially learning resources and physical facilities).[1]

This study played a significant role in the most recent revision of Department of Defense Directive 1322.8, "Voluntary Educational Programs for Military Personnel" (adopted February 4, 1980). The new Directive represents a major step forward in the concern of the federal government for the quality of programs on military bases and in the commitment of the Department of Defense to work with the states. Directive 1322.8 includes guidelines requiring each military installation to conduct an annual assessment of needs to assist in educational program planning. Appropriate state agencies, such as the Council of Higher Education, are to be advised of the needs assessments of military bases within their boundaries for use in statewide planning. The state agencies also are to be asked to comment on the needs assessments with specific reference to the capability of institutions within the state to provide the educational services required.

Directive 1322.8 departs from previous policy in requiring that the military base, before initiating discussions or negotiations with out-of-state institutions, determine whether a needed program can be arranged through any in-state institution. The local military base can make this determination either by contacting in-state institutions directly or, where a statewide coordinating body like the Council exists, by initiating a central inquiry. The new process already has begun to be implemented in Virginia.

The Directive presents a challenge, not only to the Council to "take into account [in statewide planning for postsecondary education] the educational needs of military personnel, including dependents and civilian employees," but also to Virginia's state-supported and independent institutions to heed the expressions of need by this population and to respond in ways that may be unconventional, if not altogether nontraditional. Virginia's institutions heretofore have kept their doors open to the military student, but that has not been enough. The institutions still must demonstrate a willingness to deliver the same course or program already available at the home campus, but at a different pace and in a different setting.

In addition to the Council's process of reviewing out-of-state institutions operating on military bases, the Council in September, 1981, established a Military Education Advisory Committee. The Committee, consisting of representatives of the four military branches, of military bases located in Virginia, and of institutional representatives (both in-state and out-of-state), will provide an additional means for the Council and its staff to deal with a variety of issues and concerns relating to the education of military personnel in the Commonwealth. The establishment of this Committee makes Virginia the third state to take such action and recognizes, formally, the growing military population in Virginia. The Committee will focus on the development and delivery of quality educational services for military personnel, both on base and off, by in-state institutions and those from outside Virginia. This effort is intended to lead to the development of a coordinated system of high quality educational opportunities for the military.

In early 1982, the Council also plans to conduct a Military Education Conference that will bring together an even wider range of representatives of some of these same constituencies. One objective of the conference will be to seek ways to address the military's legitimate concern for service, the state's concern for quality, and the various institutions' concern to satisfy the objectives of both the military and the state within the fiscal realities of off-campus education. A long-range goal of the conference will be to encourage further discussion of the issues presented in this paper and of possible solutions to the perceived problems.

Education on Military Bases in Virginia

When the 1979 *Virginia Plan for Higher Education* was published, out-of-state institutions operating on military bases in the Commonwealth were exempt from any state-prescribed standards. Under legislation enacted by the 1980 Session of the General Assembly, however, exemption from state regulation of an institution operating on a military base in Virginia is now permitted only when all of the coursework offered by the institution is open solely to military personnel and civilians employed by the military base. An institution exempted under this provision will nevertheless be considered for approval by the Council if such approval is requested by the appropriate military officials.

Out-of-state institutions operating in Virginia reported 24,368 course enrollments by military personnel in 1979-80—fully two-thirds of the total of 35,991 course enrollments reported by out-of-state institutions for that year. Since enactment of the new legislation, 21 out-of-state institutions have sought Council approval to operate, or to continue operating, on military bases located in the state. Eight of these institutions have been granted exemptions for course or program offerings that are limited to active-duty military personnel and civilian employees of the military base. The exempted offerings have ranged from specialized degree-credit courses to full degree programs at the associate, bachelor's, and master's levels. Some institutions have found it desirable to request a "military exemption" from state regulation during an initial two-year period of operation and to postpone seeking Council approval until after that time. In addition, some currently exempted institutions have indicated their intention to apply for full approval in the event that a student market is found within the civilian population at or near the military base.

The 1979 *Virginia Plan* called for the evaluation and approval of all out-of-state institutions operating in Virginia, either on or off military bases, in order to assure students who enroll in their programs that minimal standards are being met. Under the Council's regulations, adopted in 1980, the standards that must be met by those institutions which are subject to the Council's approval authority are not as rigorous or demanding as they could be. It is, therefore, up to base commanders and other military officials to ensure that both approved and exempted institutions advance beyond the minimal requirements to operate in the state.

Pursuant to its regulations, the Council has conducted site visits to military bases throughout Virginia. The visiting committees have included faculty, administrative staff, and professional librarians from Virginia institutions, whose experience has been crucial in making the necessary judgments. The committees have met with the education services officer at each installation; have talked with students, faculty, and staff of the institutions visited; have examined the qualifications of faculty; and have evaluated the adequacy of available resources, such as libraries and computer facilities.

The influx of out-of-state institutions has raised questions about the involvement in military education—and more often the lack of involvement—by Virginia-based institutions, both state-supported and independent. Although some Virginia institutions have developed satellite programs on military bases, most either have chosen not to compete, or have been unable to compete, in that market. There are many reasons for this, perhaps the most important being that large on-campus growth rates at most Virginia institutions have precluded their looking elsewhere for students. That condition may change, however, as institutions consider the decline in the pool of traditional college-age students. In addition, some Virginia institutions have elected not to make the curricular and scheduling adjustments required to teach on military bases. Others have been unwilling to make the academic concessions necessary to compete effectively with out-of-state institutions having a large stake in military-base education. These concessions include the liberalizing of transfer credit policies and the awarding of credit for learning acquired through occupational experience, rather than formal instruction. A number of out-of-state institutions have the added advantage of an existing "network" of programs in states and countries with large military populations. Thus, students who begin their postsecondary education on a military base in Virginia may be able to complete it with the same institution in Texas, California, or West Germany.

The role of Virginia's institutions in serving students on military bases needs greater clairification, especially if the scope of their activities is to increase. For example, Virginia's community colleges are perhaps best able to offer developmental courses, occupational and technical courses, and college transfer programs to military personnel who do not hold associate or baccalaureate degrees. The Virginia Community College System and the Council of Higher Education could assist the military services in identifying the two-year colleges that can offer the courses or programs requested to meet the needs of the military. As in-state institutions begin to develop and expand their on-base offerings, however, they will be faced with problems and concerns for quality similar to those already encountered by out-of-state institutions.

Quality of Educational Programs on Military Bases

Institutions frequently find it challenging to establish and maintain quality educational programs on satellite campuses. Indeed, the overriding concern in a good off-campus operation is how best to ensure that what is offered some distance from the home campus is as good as what is offered on the home campus. Too often the quality of programs offered off-campus, including those on military bases, has been compromised—a fact that can be explained in part by geography. It is, after all, difficult to replicate a library or a computer facility 100 or 1,000 miles from home. But there are other problems as well, including the need for most satellite campuses to be at least self-supporting.

Concerns for quality start at the home campus, but the military Education Services Officer and the institution's off-campus dean, director, or coordinator are crucial to the implementation and maintenance of quality. The background of the Education Services Officer and the resident director is most frequently a military one. The academic credentials of these front-line managers seldom are, and perhaps need not be, comparable to those of their counterparts on the home campus. But because these administrators are singularly important to educational quality on military bases, it is the responsibility of the appropriate military officials to ensure that the persons holding these positions have appropriate academic backgrounds, including, for example, experience on an academic campus—and preferably (in the case of a resident director) at the home campus of the institution being represented in Virginia.

Moreover, institutions located hundreds and sometimes thousands of miles from Virginia must of economic necessity rely heavily on locally recruited adjunct faculty for their programs in Virginia. While there are often many well-qualified persons available for part-time teaching positions, teaching for the adjunct (part-time) instructor frequently is a secondary occupation. Adjunct faculty have a legitimate role in supplementing and supporting regular faculty, particularly when they bring to an institution practical experience in specific discipline areas. Conversely, an over-reliance on adjunct faculty works against a cohesive curriculum, faculty interaction, and access by students to faculty. Adjunct faculty cannot be expected to share the commitment that regular full-time faculty have to the institution and its educational program. Though adjunct faculty may introduce modifications to the curriculum away from the home campus (for example, by compressing courses to fit an intensive format), they normally are not involved in program development and evaluation, especially when these occur at the home campus. Adjunct faculty also are not always as well-informed about program requirements and institutional policy as are regular faculty.

Providing adequate library resources and services has been particularly difficult for both in-state and out-of-state institutions operating on military bases. The library resources available to the military student usually are those of local public libraries and military base libraries, neither of which is designed to support academic programs. In addition, students make use of libraries at local public or private colleges and universities, though formal arrangements between institutions frequently may be necessary to ensure that students enjoy full access to these libraries.

The Council staff has worked closely with out-of-state institutions to assist them in providing the necessary minimum library resources and services. One avenue has been the concluding of formal agreements between out-of-state institutions and local colleges and universities. A second approach, and one that could be implemented with reasonable cost, is library "networking," which offers students the opportunity to seek library resources and services from multiple sources near the military base. The concept of developing academic libraries at the military base presents an additional option. This approach would build upon the resources of the base library and could provide for proportional support by all institutions operating on a base in the library's development and continued usefulness.

Coordinating an institution's off-campus offerings—including making adequate provision for administration, faculty, and library and other resources to meet acceptable standards—is a difficult undertaking for both in-state and out-of-state colleges and universities. It is further complicated by the multiple goals that the parties involved are required to seek. While quality is, or should be, everyone's primary goal, it is only one of many goals for the military and for institutions offering programs on military bases. The military seeks to provide a wide variety of courses and programs in convenient and attractive formats for active-duty military personnel. The institutions need to secure faculty, provide academic support services, and adjust institutional policies and procedures. Clearly, many factors affect the delivery of quality postsecondary education on military bases, including the cost of providing services. Institutions must seek a reasonable return on their investment or, at the very least, must break even. The ability to maintain both quality instruction and financial viability often are conflicting objectives. The question then becomes how best to balance these objectives.

The Council staff's visits to the Virginia sites of out-of-state institutions operating on military bases have confirmed, in part, many of the academic concerns expressed by others who have formally evaluated base education programs. Conversely, many positive activities and novel instructional techniques can be found. The Council's expectation has been that the quality of course and program offerings in Virginia would improve through application of the Council's standards. There are signs from the institutions and military officials that this is happening. Still, as long as the military services, the institutions, the students, and the Council regard the *minimum* as *enough*, quality of educational offerings for military personnel will remain an elusive goal.

Discussions during 1980-81 with various military officials indicate that military officials may request the Council to review and evaluate the quality of the degree-credit coursework being offered by all institutions, both in-state and out-of-state, at an installation. The evaluations would be similar to those recommended in January, 1977, by a task force of the Education Commission of the States: "Each base commander could . . . bring in a third-party team to conduct an evaluation of base programs every two years. Such an outside analysis would differ from the site visits of an accreditation agency in that the assessment would be geared to the base as an education center, to the coherence and integrity of the whole complex of voluntary education programs, and to how the programs fit student needs, relate to each other and to the educational goals of the base, instead of being geared only (as is accreditation) to the institutions operating programs on the base."[4] The Military Education Advisory Committee will discuss the possibility of such third-party evaluations. The results of these evaluations would be advisory, but if the quality safeguards now used by the military are ineffective, as suggested by Department of Defense Directive 1322.8, reviews and evaluations such as these could be a positive step.

Future Relationships Between the Military and Higher Education

In July, 1980, the U.S. Army Chief of Staff wrote to the Governor of Virginia, requesting his support in encouraging the General Assembly to enact legislation that would permit Virginia's state-supported institutions to extend resident tuition rates to active-duty military personnel serving in the state, as well as to their dependents. The Governor asked the Council of Higher Education and the Department of Planning and Budget to determine the desirability of this request, as well as its likely fiscal impact on the General Fund and on Virginia colleges and universities. Considering the information about service members stationed in Virginia and enrolled in higher education, the positions taken by other states, the significant presence of military personnel and their families in Virginia, and the economic contribution by the military to the overall economy of the Commonwealth, the Council believes that the Army Chief of Staff's request has merit. Because the fiscal impact of a change in the state's domiciliary statutes with respect to military service personnel stationed in Virginia is uncertain, the Council has recommended that a decision to extend in-state tuition privileges to military personnel stationed in Virginia and their dependents be postponed to 1984, pending the collection of reliable information about enrollments.

Although the issues discussed in this paper have particular reference to postsecondary education for military personnel stationed in Virginia, it is clear that the problems associated with higher education in an all-volunteer military go far beyond the purview of a single state. Off-duty postsecondary education in the military services is an enterprise of enormous and elusive complexity. It exists in nearly all 50 states and in dozens of foreign countries. It rivals, in size, the state systems of California and New York. It is, at the same time, central to the ability of the military to meet its manpower requirements and peripheral to the main thrust of military activities. A plausible case can be made that it answers to no one and to everyone: the U.S. Congress and state legislatures, a host of federal agencies, base commanders, education services officers, participating colleges and universities, regional and professional accrediting associations, and state governing and coordinating bodies.

Virginia can and should take a leading role in a national discussion of the relationship between higher education and the military services. This discussion might focus, initially, on two issues: the provision of quality education to military personnel and the conflicts, real and potential, between postsecondary education and the military. One potential conflict centers on the declining number of college- and military-age young people in the population. Though the nation's overall youth population will decline during the 1980's, the proportion of high school graduates participating in postsecondary education is projected to increase. Correspondingly, the proportion of high school graduates who will not enter college and who therefore will be available for military service will decrease. The nation may continue to find that there are not enough 18-year-old men and women to fill both our colleges and our barracks.

Should that be the case, attention could focus on the apparent inequities in the federal subsidizing of individual students in higher education. For example, the GI Bill and military tuition assistance programs aid the military student in return for military service. Federally funded Pell Grants aid the college student and require nothing in return. This issue was raised recently during discussions before a House armed-services subcommittee on proposals to establish a new GI Bill. With the recent reductions in federal support for students, the military services may present an attractive alternative for college-age men and women. The need to balance the "manpower" requirements of both the military and higher education for their respective shares of the 18-to-21-year-old population is real. One way of removing this apparent inequity would be a national youth service program (military and non-military), after which financial assistance would be provided.

If the demographic, economic, and political trends apparent today continue, new approaches to providing financial assistance to students seeking postsecondary education may be required. A policy combining national youth service and financial assistance would create new relationships between the military and higher education. It might also speak to the continuing problem of youth employment.

Conclusions

Postsecondary educational opportunities for military personnel have been available now for more than 35 years. In recent years, the focus has shifted from problems of access to concerns about quality, in both the nation and Virginia. Much more is known today than earlier about military students: who they are, where they are located, and what their educational objectives are. In addition to an undetermined number of military personnel already being served by Virginia-based colleges and universities, the out-of-state institutions operating in the Commonwealth annually report more than 24,000 course enrollments by military students. According to the state's formula for funding institutions of higher education, the cost to Virginia's citizens of absorbing approximately 6,000 full-time equivalent students at the state-supported colleges and universities would be about $12 million. The Council of Higher Education believes that there is room at the military installations in Virginia for quality offerings by both out-of-state and Virginia-based institutions. The Council is committed to encouraging the state-supported and independent institutions in Virginia to respond to the needs of the military. To accomplish this, the Council will continue to bring together the base education officers and representatives of Virginia's colleges and universities and to encourage local institutions to participate in educational activities in behalf of the military.

Several problems relating to postsecondary education for military personnel will need to be addresssed during the next few years by the Governor, the General Assembly, the Council of Higher Education, and Virginia's institutions of higher education. First of all, the Council will encourage Virginia's state-supported and independent institutions to respond to the needs of the state's military population. Second, the Governor and the General Assembly will be asked to decide whether in-state tuition privileges should be extended to active-duty military personnel and their dependents and to non-resident civilians employed there. The Council will collect the information needed to assess the effects of a decision to do so. Third, the Council will continue to seek the assistance of its various advisory committees—and especially the newly established Military Education Advisory Committee—in encouraging cooperation among the military services, education services officers, Virginia's state-supported and independent institutions, and out-of-state institutions. Fourth, the Council will encourage requests from military officials for qualitative review and evaluation of course and program offerings by all institutions, both in-state and out-of-state, on military bases in Virginia. Finally, Virginia will take a leadership role in improving the relationship between postsecondary institutions of higher education and the military by focusing attention on two critical concerns: the need to provide postsecondary educational services for a sizable military population and the need to ensure that these educational services are of high quality.

(1) "Facts and Figures about the Department of Defense," *Defense/81*, September, 1981, pp. 26-27, 45.

(2) The GI Bill in effect after the Korean War was an entitlement program for veterans who served during the period between January 31, 1955, and January 1, 1977, as well as for persons who enlisted before January 1, 1977. This GI Bill entitled eligible veterans to assistance for one and one-half months for each month of active-duty service, with a maximum entitlement of 45 months of full-time study. The service member could use the assistance for education either while in the service or afterwards. For active-duty personnel, only tuition and fees were reimbursed. The veteran, on the other hand, was entitled to a basic allowance of $342 for full-time study, the actual amount being determined by such additional factors as the number of dependents.

(3) G. Jack Allen and Grover J. Andrews, *Final Report of the Case Study of Off-Campus Postsecondary Education on Military Bases: Summary, Conclusions, Recommendations*. Prepared for the office of the Secretary of Defense under Defense Activity for Nontraditional Education Support Contract No. N00204-79-C-0029 to the Council on Postsecondary Accreditation ([Washington, D.C.,] 1980). See also Robert L. Jacobson, "Pentagon to Screen Colleges Serving Military Bases," *The Chronicle of Higher Education*, December 10, 1979, p. 4.

(4) Education Commission of the States, *Final Report and Recommendations: Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel*, Report No. 94 (Denver, 1977), pp. 10-11.

(5) "Value of GI Bill Boosted by Grant Cuts, Panel Told," *The Chronicle of Higher Education*, November 4, 1981, p. 19.

The Costs of State-Supported Higher Education

The 1981 revision of the *Virginia Plan* is published at a time when a concentrated effort is being made to reduce the expenditures of the federal government, when control of social and educational programs is being returned to the states, and when private institutions and individual citizens are being asked to assume more responsibility for their own destinies. It is also a time of high interest rates and persistent inflation for governments, institutions and individuals.

It is axiomatic that the costs of higher education to students and their families affect enrollments within any system of higher education. The Council of Higher Education has prepared this analysis of higher education costs in the nation and in Virginia to examine the various factors that bear upon that relationship. Previous issue papers on the financing of Virginia's institutions of higher education have focused on the need for additional support for higher education, the need for revised guidelines for small colleges and emerging urban institutions, and the implementation of the Commonwealth's revenue sharing policy for the distribution of costs between the general fund and students. This paper focuses on the costs of state-supported higher education to students and their parents, and also to the Commonwealth.

A heuristic argument can be made that it is inappropriate to talk of the costs of higher education, since it is both a personal and a social investment. While this argument insists upon an important perspective on higher education, however, it remains true that there is a price that must be paid, either by individuals or by the citizenry as a whole. There is no such thing as a free investment, and this paper seeks to shed light upon the costs of investing in state-supported higher education.

Before 1976, appropriations to public colleges and universities in Virginia were not based on any system-wide agreement about who should pay the instructional costs of higher education. In some institutions students were paying as much as 40 percent of their instructional costs, while in others it was as low as 25 percent. Since 1976, however, appropriations have been based on an agreed principle of cost sharing by students, the Commonwealth, and other providers of funds—most notably the federal government. The share to be paid by students was set at 30 percent of instructional costs in senior colleges and universities and 20 percent in community colleges, and a schedule was established to achieve that goal by 1982. Research and Public Service activities at most institutions are self-supporting, and receive no general fund support.

In developing the 1982-84 Budget, a new sharing formula has been proposed by the Governor for consideration by the General Assembly. If it is accepted, students will bear a greater share of the costs of their education. Tuition and fee revenue at each senior college and university will be calculated in total under the assumption that undergraduate Virginians pay 30 percent of education costs and out-of-state, graduate and law students pay 50 percent. Tuition and fee revenues in the Virginia Community College System are targeted at 25 percent of educational costs. Upper limits for tuition and fee revenues of 32.5 percent in 1982-83 and 35.0 percent in 1983-84 are established for senior institutions, while limits of 22.5 and 25 percent are established for the community colleges. While the total amount of tuition and fees was calculated according to these assumptions, the governing board of each institution retains the authority to establish specific charges to raise the total amount of revenue required.

Table 1 provides a summary by institution of the changes in the percentage of educational costs borne by students since the introduction of the 70/30 cost sharing policy and future rates if the changes proposed by the Governor for the 1982-84 Biennium are accepted by the legislature.

Table 1

Tuition and Fees as Percent of Adjusted Educational and General Costs

State-Supported Institutions	1976-77	1981-82	1983-84
Doctoral Granting Institutions			
George Mason University	35.3%	30.0%	35.0%
Old Dominion University	36.9%	30.0%	35.0%
University of Virginia	25.7%	30.0%	35.0%
Virginia Commonwealth University	28.2%	30.0%	34.9%
Virginia Polytechnic Institute and State Univeristy	24.2%	30.0%	35.0%
The College of William and Mary	36.3%	30.0%	35.0%
Comprehensive Institutions			
Christopher Newport College	36.3%	30.0%	31.7%
Clinch Valley College of University of Virginia	22.3%	30.0%	31.2%
James Madison University	30.3%	30.0%	35.0%
Longwood College	32.6%	30.0%	31.8%
Mary Washington College	43.2%	30.0%	33.7%
Norfolk State University	24.1%	30.0%	33.0%
Radford University	35.0%	30.0%	33.6%
Virginia Military Institute	29.7%	30.0%	35.0%
Virginia State University	30.1%	30.0%	35.0%
Two-Year Institutions			
Richard Bland College of William and Mary	26.0%	26.0%	30.7%
Virginia Community College System	23.7%	21.0%	25.0%

The proposal to increase the revenues from tuition and fees comes at a time when the growth of Virginia higher education is slowing and there are increased demands upon the general tax revenues of the Commonwealth. Virginia higher education enrollments are likely to increase only slightly during the 1980's, although there will be considerable variation by region and type of institution. Enrollment patterns probably will be influenced by continued increases in costs to students and their families, especially if federal financial aid programs are subject to further reductions. It is too soon to predict the effects of increased costs and reduced financial aid, but the next several years could see enrollment shifts between private and independent institutions, resident and commuting institutions, and senior institutions and community colleges. Outstanding graduate students may be attracted to study elsewhere if Virginia's comprehensive universities lack funds to provide financial assistance. More students might choose to pursue their educations part-time while working, and some might postpone or abandon their plans for higher education. In all, this is a time of change and uncertainty during which planning is especially difficult and important.

National Trends in Educational and General Costs

National trends in higher educational costs present an overall pattern of growth.[1] Total expenditures for higher education have grown at an average annual rate of 9.6 percent since 1929-30. Most of that growth has been the result of increased enrollments and the declining value of the dollar. (At this rate, expenditures for higher education *double every 7 or 8 years.*)

A more accurate profile of higher education costs is obtained by converting expenditures into per student values and applying a deflator, such as the Consumer Price Index. When expressed in constant (1967) dollars per student, the annual growth rate in higher educational costs over the past 50 years is only 1.4 percent. That increase still represents real and significant growth, but it is typical of most in other industries and much less than the growth in other federal and state programs.

Howard R. Bowen recently examined the long-term trends of instructional expenditures (excluding outlays for organized research, public service, and auxiliary enterprises) and identified three distinct periods and patterns of growth:

1. From 1929-30 to 1949-50 expenditures per student in constant dollars actually *declined* at an average annual rate of 0.40 percent;
2. From 1950-51 to 1969-70 expenditures per student increased at an annual rate of 3.21 percent;
3. During the 1970's, expenditures per student *declined* at an annual rate of 0.36 percent.[2]

This three-stage pattern makes higher education unique in the economy. Most industries exhibit steady cost increases over long periods and few, if any, industries present a recent trend of slowly falling per unit costs. If Bowen is right, higher education has returned to its historic pattern of slowly losing ground to inflation and enrollment growth.

Educational and General Costs in Virginia

The support of educational and general activities in Virginia's state-supported institutions varies from the national pattern, especially over the last 10 to 15 years. This difference reflects the high priority placed on higher education in the Commonwealth. During this period, the Virginia Community College System was developed, the regional colleges and universities were expanded in number and breadth of curricular offerings, and three urban institutions were authorized to confer doctoral degrees. The costs of higher education, adjusted for enrollment growth and inflation, increased during the 1970's, while national expenditures leveled and began a slow decline. From 1970 to 1979, Virginia's costs per student in constant (1967) dollars increased at an average annual rate of 0.2 percent, in contrast to a national average annual decline of 0.36 percent. Since 1979, however, neither Virginia nor the nation has kept pace with inflation and continued enrollment growth.

Institutions differ greatly in costs per student and in the rates at which their costs change. Overall, however, the Commonwealth's general fund has borne most of the burden of rising costs.[3] General funds per student in constant

(1967) dollars increased by approximately $116 from 1970 to 1979 in the system as a whole. Non-general funds (mostly tuition and fees) decreased $106 in constant dollars, primarily because senior institutions were moving into conformity with the 70/30 cost sharing policy and because of the rapid growth of the Virginia Community College System. Again, there are marked institutional differences within the system. Since 1970, for instance, general fund expenditures per student in constant dollars increased 13 percent in four-year schools but decreased 20 percent in two-year colleges. Non-general funds in constant dollars decreased 26 percent in four-year institutions but increased 53 percent in two-year colleges.

Actual dollars, of course, show increases in both general and non-general fund appropriations over the decade, as table 2 indicates. The point of using constant dollars, however, is to adjust the actual appropriations to remove the influences of inflation on the value of the dollar.

Table 2
Educational and General Appropriations Per Student in Virginia's Public Institutions

	General Fund	Non-General Fund	Total
Four-Year			
1970-71	$1,195	$ 734	$1,929
1980-81	2,755	1,207	3,962
% change	131	64	105
Two-Year			
1970-71	897	185	1,082
1980-81	1,594	518	2,112
% change	78	180	95
Overall			
1970-71	1,136	625	1,762
1980-81	2,375	982	3,357
% change	109	57	91

The Role of Auxiliary Enterprises

With good reason, Virginia has prided itself on the great diversity of its colleges and universities. Within the public system of higher education, probably no other state in the union has so many distinctive institutions. With the additional alternatives of the independent sector, the diversity offered by Virginia's colleges and universities is indeed impressive.

While the instructional programs of the institutions are distinctive in themselves, they are only part of the reason for higher education's diversity in Virginia. The auxiliary enterprises offered at each institution contribute to its unique character. For instance, institutions have different kinds of living arrangements, food services, and varying emphases upon intercollegiate athletics. Their traditions frequently grow out of the non-academic activities in which their students and others participate. The fact that auxiliary enterprises must support themselves financially does not indicate that they are peripheral or unrelated to the essential character of each college and university. In fact, they play a major role in the missions of Virginia's state-supported institutions.

To most students and their parents, the distinction between charges for auxiliary enterprises and educational and general activities is both unclear and unimportant. It is the total amount they must pay that is important, and auxiliary enterprise charges determine in part which institutions students will choose to attend. To the extent that costs influence enrollment, any decision that results in an increase in room and board or other charges is no more or less consequential than a decision to raise tuition by the same amount.

Moreover, increased auxiliary enterprise charges may put pressure on the Commonwealth's general tax revenues. The increased charges result, first of all, in increased student need for state financial assistance. Secondly, because the debt service and large portions of the operating expense of auxiliary enterprises are fixed costs, increased auxiliary enterprise charges can greatly reduce the flexibility of a college or university to increase tuition as educational costs increase. This loss of flexibility can lead to requests for additional support from state tax revenues, or alternatively to declines in the quality of academic programs.

The General Assembly has already provided general guidelines for student housing construction. Within these and whatever other general guidance the Governor or General Assembly may provide, the Boards of Visitors of the colleges and universities must decide the range of auxiliary enterprises to be offered by the institutions. If the prices charged for these auxiliaries continue to increase rapidly because of inflation and high interest rates, institutions may be forced to postpone or curtail planned expansions.

As each institution operates its auxiliary enterprises, it should be setting aside some of its revenues in reserve accounts. These reserves provide for the planned renovation and maintenance of the fixed assets, and provide a buffer against fluctuations in revenues. In some cases, they have allowed the early retirement of outstanding debt or the reduction of borrowing for new projects. These reserves are accumulated in the State Treasury but do not generate any investment return to the institutions. Income generated from investment of the balances is allocated to the general fund of the Commonwealth. Charges to current students or the amount of future borrowing could be reduced if the yield on these balances was made available to the institutions.

The budgeting, accounting and auditing procedures of Virginia have been refined and sophisticated since the last revision of the *Virginia Plan*. One effort involving the colleges and universities has been the development of several methods of calculating the indirect costs associated with a number of special or self-supporting activities (for instance, research and public service). The Council of Higher Education recommends that uniform indirect cost calculation guidelines be developed for all higher education activities, including auxiliary enterprises, and that the Auditor of Public Accounts report on institutional compliance in the required annual audits. This approach avoids intrusion into the responsibilities of the Boards of Visitors, while providing the Governor and General Assembly with assurance after the fact that general state accounting policies have been followed, and that self-supporting activities like auxiliary enterprises are not being supported by the general funds of the Commonwealth.

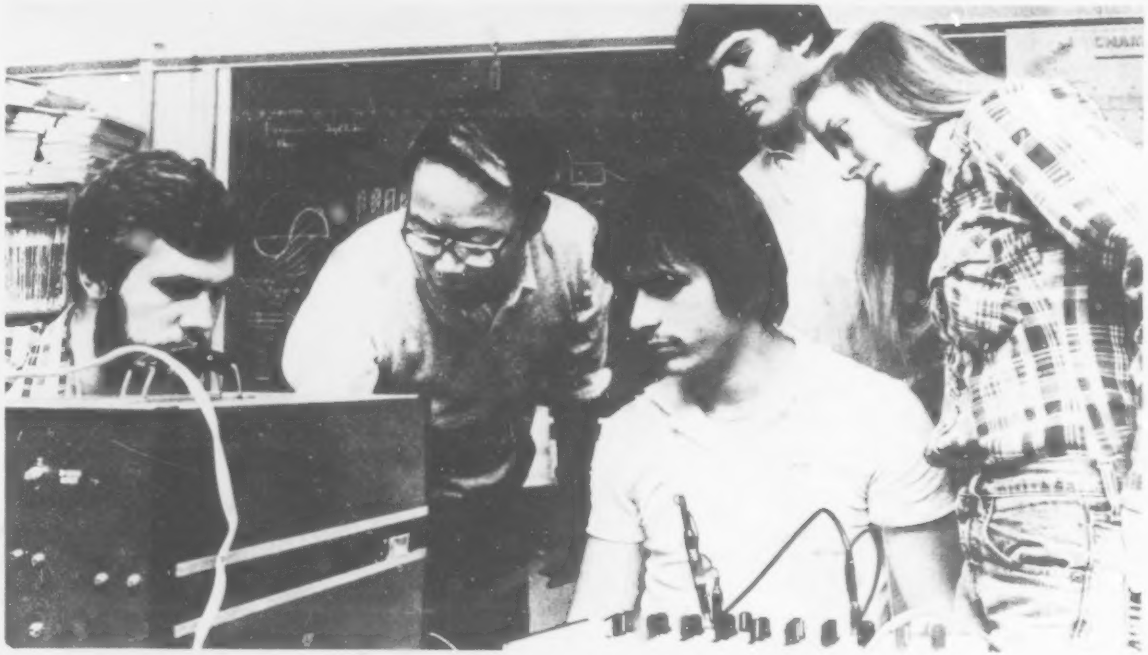
The Total Price to Students of Higher Education in Virginia

The total price to students or their families is a composite of charges for various services provided by the institutions. (There are, of course, other costs of going to college, such as books). In the state-supported system, this total price consists of:

1. *Tuition and fees*—supporting the educational services, which are also heavily supported by state revenues in the public system of higher education;
2. *local fees*—supporting student government, and student social and cultural activities; and
3. *auxiliary enterprise fees*—supporting services such as housing, food service, laundries, and intercollegiate athletics. Students pay for the services, and for the construction and maintenance of buildings and other facilities.

An examination of the changes in total price to the student in the senior public colleges and universities over the last five years shows the importance of tuition and fees in the total price structure. Auxiliary enterprise fees increased during that five-year period an average of $733, while tuition and fees increased an average of $169. Changes in tuition and fees since 1976 were constrained, however, by the 70/30 plan which limited educational and general revenue from tuition and fees to 30 percent in senior institutions. A number of institutions held their tuition and fees steady over several years, in order to bring themselves into conformity with the 70/30 principle by 1982.

Tuition and fee increases have averaged between six and eight percent each year, while auxiliary enterprise fee increases have averaged nine to ten percent. For students who receive room and board services from the institution they attend, tuition and fees are generally one-third of the total price of their college costs. It is important to emphasize, however, that a number of institutions do not offer room and board, and others offer these services only to a portion of their students. Virginia's public four-year colleges and universities house almost 45,000 students or slightly more than one-half of the full-time students enrolled in these institutions. Students not participating in an institutional room and board program must obtain these services elsewhere at similar or greater costs.



The Relationship Between Cost Increases and Enrollments

One of the least agreed upon aspects of higher education planning is the effect of total cost or cost increases on students' decisions to enroll at a specific institution, at one kind of institution (such as a public college rather than a private one or at a commuter rather than a residential institution), or whether to enroll at all. Generally, research on this question has concluded that cost to the student does affect access in that there is a decrease in the demand for higher education when the cost to the student increases. The research is not conclusive as to the size of the decrease in enrollments resulting from an increase in costs. In a recent study for the West Virginia Postsecondary Education Commission, the American Council on Education reported that a one percent increase in cost would result in a decrease in enrollments of between 0.1 and 0.5 percent. The results of other studies have been expressed in terms of enrollment adjustment per $100 increase in tuition and fees and identify a range of decreases in enrollments of from 0.2 percent to 1.0 percent. The Commonwealth of Kentucky decreases its enrollment forecast by 1.0 percent for each $100 increase in tuition. However, enrollments in Kentucky have not actually decreased as tuition has increased.

The amount of enrollment which has been lost because of increases in tuition and fees cannot be identified because of the general enrollment growth of the last 15 years. Because the availability of student financial assistance directly affects the cost to a student, special consideration should be given to targeting future financial aid to offset possible enrollment declines or shifts among institutions in both the public and independent sectors. In order to do this, however, it will be necessary to determine how changes in costs actually affect enrollment patterns. This will be particularly important as the 18-24 year old group in the population declines during the 1980's, thereby reducing the pool of traditional full-time higher education students.

Summary

State-supported higher education in Virginia has made great strides in providing access to virtually every man and woman who wants to continue learning and has the capacity to do so. A system of relatively inexpensive colleges and universities, ranging from community colleges to complex doctoral degree-granting research institutions, is now able to offer appropriate educational experiences for almost every interest and level of ability.

Many factors are changing, however, and the net result of those changes is likely to be higher costs to those wishing to attend an institution of higher education. Inflation and restricted state tax revenues seem destined to drive the price of college-going steadily higher, while federal scholarship and loan programs are being trimmed back. Moreover, Virginia's state-supported institutions have financed much of their growth through the issuance of revenue bonds which now must be paid off. Most of this revenue bond growth has been for auxiliary enterprises which, by state policy, must be self-supporting.

While auxiliary enterprises are not part of the instructional work of the institutions, an increase in their costs affects student choice no more or no less than does a comparable increase in tuition and fees. As such, they do affect college enrollment patterns across the state, and indeed may be a major factor in the accessibility of Virginia's colleges and universities to all Virginians.

Although it may increase the cost to the student the Commonwealth should explore the possibility of establishing depreciation reserves for educational and general fixed assets, comparable to those being developed for auxiliary enterprise assets. The Commonwealth has made a considerable investment in its colleges and universities and should avoid the possibility of erosion of those assets through deferred maintenance and the lack of sufficient reserves for their replacement.

The Commonwealth should investigate the possibility of changing the current procedures for disposition of the investment yield on reserve balances from auxiliary enterprise operations. It is possible that the cost to current and future students could be reduced if the yields are applied to outstanding revenue bond principle and interest obligations of the institutions. However, it must be recognized that the general fund is the current recipient of these yields. Any change in current procedures would result in a decrease in the amount of general fund available for general purposes.

The Commonwealth should investigate the development of indirect cost guidelines to be used by all colleges and universities. These guidelines should be developed cooperatively by the State Council of Higher Education, the Department of Accounts, the Auditor of Public Accounts, the Department of Planning and Budget, and the colleges and universities.

The Council of Higher Education will invite both independent and state-supported colleges and universities to participate in a study of the effect of price and cost increases upon enrollment. The results of such a study would help the Council discharge its systemwide planning responsibilities, as well as help institutional Boards of Visitors make decisions about pricing and about the range of services they will offer their students.

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(1) Expenditures in higher education are categorized, generally, into three types of activities: educational and general, which includes instruction, research, public service, libraries, student services, institutional support, and the operation and maintenance of the physical plant; auxiliary enterprises, which includes the operation of dormitories, food services, book stores, laundries, student health centers, and intercollegiate athletics; and student financial assistance, which includes the expenditures for scholarships and fellowships.

(2) Howard R. Bowen, *The Costs of Higher Education*, (Washington: Jossey-Bass, 1980), p. 46.

(3) The cost differences reflect differences in institutional mission, concentrations of graduate programs, stages of institutional development, curricular mix, and short-term variations from the budgeted enrollment projection.

Business Administration Programs in Virginia's Senior Colleges and Universities

Business administration programs in Virginia and across the nation are booming. Perhaps reflecting a sense that the traditional professions have become crowded with practitioners and certainly reflecting a pragmatic concern for their future economic security, students are swelling enrollments in business courses at both community colleges and senior institutions.

From 1966 to 1978, the number of baccalaureate degrees in business fields rose nationally from 63,480 to 161,271. The increase in the number of master's degrees awarded is even more remarkable: from 12,988 to 48,484. For both undergraduates and graduates, this growth is more than double the rate of increase in graduates within higher education as a whole during this time span.

This paper will deal with business administration programs at the undergraduate and graduate levels, and not with the broader and far more complex issue of the partnership between American business and higher education. Viewed as part of this larger issue, business administration programs are only one small activity, and probably not the most important one, in which colleges and universities are engaged. Research into new technologies, development of new techniques for improving industrial productivity, and other activities will help to shape American business in coming years. In addition, the colleges' and universities' roles as centers for rational analysis and discussion, and as advocates of fundamental human values can and should affect the course of the nation and its private enterprise. This issue is not discussed in detail, but it is also not ignored. Indeed, it forms the background against which this paper's examination of business administration programs in Virginia's colleges and universities is conducted.

There is good reason to expect steady increases in business administration enrollment to continue well into the present decade, in large part because careers in business administration have only recently become readily accessible and attractive to American women. From 1973-1978, women provided 86 percent of the growth in baccalaureate degrees awarded in business, and this period witnessed a four-fold increase in the number of women earning master's degrees in the field. However, women still earn degrees at disproportionately low rates: 27 percent of the degrees earned at the bachelor's level and 17 percent at the master's level. Since American women now earn nearly half the degrees granted in higher education as a whole, it is reasonable to assume that business programs will continue to grow at impressive rates as more women enter them.

Recent reports by the College Board's Admissions Testing Program confirm a preference for business programs on the part of college-bound seniors. "Business and Commerce" is now identified by 19.4 percent of the women and 17.6 percent of the men across the country as their first choice when asked to indicate their intended area of higher education. This is the first year in which a greater percentage of women than men chose business as their probable area of specialization. (The second most popular area—"Health and Medical"—is the intended choice of 14.4 percent of last year's high school graduates. As a discipline, "Education" is now indicated as the preferred area of study by only 6.6 percent of these seniors.)

Among Virginia's high school graduates in 1981, 20.4 percent of the women and 16.8 percent of the men indicated that they would major in "Business and Commerce," creating a combined percentage of 18.8 percent. Again reflecting national trends, "Health and Medical" is the preferred choice of 12.7 percent of Virginia seniors; "Education," long a leading choice in Virginia, is now identified by only 6.6 percent of these students as their intended area of study.

1966, Virginia's public institutions awarded 591 degrees at all levels of business administration programs. As a discipline, Business Administration was fourth in rank, behind Education (1,839 degrees granted), the Social Sciences (1,132 degrees granted), and Engineering (837 degrees granted).

In 1980–81, there were 4,326 degrees awarded in business administration by state-supported institutions in Virginia. In 1966, only forty-two women received bachelor's degrees in business administration, and one woman received a master's degree. By 1980–81, women received 1,506 bachelor's degrees, 197 master's degrees and one doctoral degree from public institutions in Virginia.

Not surprisingly, new programs have been created to meet the new demands. Nineteen undergraduate programs and ten graduate programs in business have been approved by the Council during the last six years. The Council anticipates requests for authorization of at least five more graduate programs during the next approval cycle, with these new offerings designed to be available in 1984 or 1985.

This context of vigorous growth, atypical within higher education as a whole, provides a good opportunity to address important issues for academic planning. As the corporate world demands more graduates of business programs at all degree levels, it is possible to design new ways to meet the needs for professional training while adhering to traditional concepts of a liberal arts and science education.

In its 1979 *Virginia Plan*, the Council of Higher Education identified its commitment to General Education as the base for professional programs: "Anyone who has learned not just a skill, but its place in the social order; who has developed the intellectual capacity to see problems in all of their complexity; who has assumed public, corporate or other responsibility; who has heard the word of great poets, studied the calculations of great scientists, or puzzled over the questions posed by great philosophers, knows that in times of stress or crisis the best educated are the most flexible, the most creative, and the most likely to succeed."

Business administration programs are challenged to honor this commitment to general education while responding to the needs of American business. The American Society for Training and Development, an organization which represents over 40,000 corporate trainers, is contemplating advocacy of more specialization and more technical training in business education which would be provided by private industries themselves. This could be made financially feasible by offering tax incentives for education and training in private industry, which would make many industries direct competitors with institutions of higher education. It has also been proposed that government loan funds or personal tax deductions could be used by individuals to finance either on the job training or enrollment in institutions of higher education.

Proponents of this perspective have moved beyond speculation. Several major firms now offer academic degrees, primarily to their employees, but also to clients. There are signs that the communications, publishing and computer industries are preparing to enter the educational marketplace. Using the technological sophistication which has been developed in telecommunications, television, small computers and satellite data transmission, these industries could provide training at home to millions of Americans, revolutionizing the whole educational enterprise.

Corporation executives, many of whom freely acknowledge the need for their managers to make professional and technical decisions within a broad philosophical and cultural context, do not tend to design training programs that duplicate

the General Education component of undergraduate programs. Indeed, corporate trainers expect colleges and universities to prepare generally educated, articulate and literate men and women who can participate without difficulty in the specific job training that corporations have traditionally provided for their own employees.

The creation of too many specialized undergraduate business programs, each having its own requirements, could threaten the basic purpose of a business curriculum. This purpose, as stated by the American Assembly of Collegiate Schools of Business, "shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society—domestic and worldwide."

Institutions can meet this common goal in Virginia through programs that differ widely within the state. For example, although foreign language requirements have almost disappeared from business administration programs, the need for foreign language competence will increase as American industry deals in world-wide markets. This is an area in which demands for technical proficiencies mesh well with the goals of general education. Institutions should consider requiring foreign language requirements in all of their undergraduate curricula and also in graduate programs that are preparing students for international business careers.

There is great diversity among the undergraduate business programs of Virginia's state-supported institutions. For example, several programs currently operate at high levels of specialization, with freshmen and sophomores taking about half of their courses in specialized programs within the discipline of business. When courses taken in the closely related fields of mathematics, economics, computer science, and statistics are included, more than half of the institutions report concentrations exceeding fifty percent in the first two years. It is even more common for students to take up to eighty percent of their courses within the discipline during their junior and senior years.

On the other hand, lower division students at some institutions spend no more than one-fifth of their time in business courses. One school offers no business program at the freshman and sophomore level, admitting students to the business program only as juniors. Another requires business majors to fulfill the requirements of its liberal arts majors. The Council supports this diversity of curricula and encourages institutions to state these distinctions clearly in their catalogs.

As program differentiation becomes more explicit, some institutions may find themselves in apparent conflict with the accrediting procedures and requirements of the American Assembly of Collegiate Schools of Business. The goal of accreditation, which is to ensure education of an acceptable quality, is entirely worthy of support. The standards imposed by accrediting associations are, however, often quite rigid. They may fail to recognize the particular strengths or assets of a program, or the fact that its objectives are shaped by the needs of the region it serves. As a result, some Virginia institutions have stated that accreditation of business administration programs is not possible because of its expense, not mandatory because of the mission of the institution, and not even desirable because of regional goals and needs.

Moreover, it it difficult for all but the largest institutions to compete successfully for the full-time business administration faculty members with doctorates that accreditation requires. At the doctoral level, there has not been the steady increase in degrees granted that has characterized bachelor's and master's degree programs in business administration. In fact, the number of doctoral degrees granted in the field actually declined between 1975 and 1978 from 1,011 to 867 degrees. The American Assembly of Collegiate Schools of Business reports that at the present rate of doctoral degree production, it would take over ten years to fill present vacancies.[1] Continued program growth, of course, will increase the discrepancy between supply and demand, driving salary levels beyond the reach of many institutions.

It is difficult for colleges and universities to compete with one another and private industry for faculty. On the whole, however, Virginia's state-supported institutions have not done badly, as indicated by the fact that five state-supported institutions now have graduate programs in business which are accredited by the American Assembly of Collegiate Schools of Business. None-

theless, there is a significant gap between salaries offered by universities and by private industries for persons with doctoral degrees in business, even though business faculty often have opportunities to supplement their academic salaries by consulting with business.

Institutions seek accreditation to evaluate their programs, and to certify their quality to industry and prospective students. These are valid aims, and reflect the general goal of accreditation. If Virginia institutions are to make valid claims to autonomy, however, they must be free to reject the notion that quality is what the professional accrediting associations say it is at all times and in all circumstances. The unrealistic rigidity of some accrediting standards can actually stand in the way of developing distinctive programs which use particular institutional and regional strengths. It is possible, for example, that the great concentration of industry and government in and around the District of Columbia would yield part-time business faculty of higher caliber than could be employed full-time by most institutions. If this is so, an accrediting standard on full-time faculty should be modified or waived in the name of high quality. Institutions considering accreditation for business administration programs are encouraged to examine the resources available to them in determining whether or not to seek accreditation. Graduation from an accredited business program is not a prerequisite for employment as it is in some disciplines such as various allied health professions.

The short supply of doctoral degree holders to teach in business programs is a major concern. Alternatives to traditional methods of teaching should be considered in order to ensure that instruction is received statewide from well-qualified faculty. For instance, core courses could be created by one or more colleges or universities and televised throughout the state. This would allow institutions with smaller or developing programs to concentrate their attention on offerings designed to meet more specific demands, while addressing the chronic shortage of faculty members holding doctorates in Business Administration.

The Council proposes a review of programs offered by television in other parts of the country. Improved technology allows courses to be transmitted on close circuit television, and provide a "talk back" capability so students can ask questions and participate in class discussion. This would appear to be a good way to offer at least portions of a graduate business program. While the initial developmental costs of TV courses are high, the resources of various agencies and institutions could be pooled to pay them. Television services are expanding throughout Virginia, and the large audience required for cost effectiveness could be reached as advances in technology drive costs downward. For example, through video recording, instruction can now be made available to a large group of people who could never enroll in courses taught on campuses, persons who wish to be part-time students but who are away from their homes for extended periods of time or who work on rotating shifts.

In addition, the Council proposes that Virginia's institutions of higher education and major corporations join together in arrangements which would permit highly qualified professionals to teach while pursuing their business careers. Conversely, arrangements could be made which would supplement the salaries of business faculty so that the differential between academic and industrial salaries would be reduced.

Although such arrangements are commonly called "corporate giving," they are more than charity. Whatever else they are an expression of enlightened self-interest, because good teachers prepare well-educated men and women who are essential to the vitality of the nation's private sector. If the quality of teachers declines, so will the educational preparation of persons entering the work force.

The Council does not propose any particular way of teaching business administration, any more than it would propose a specific curriculum for business administration programs. Here, as elsewhere, institutions should be free within broad guidelines to offer what appears to meet the needs of their constituencies, and let the market respond to their offerings. At the same time, however, the Council does see potential for innovative approaches to teaching business administration, and urges institutions to explore ways in which more people can be offered better instruction with the limited funds and qualified faculty available.

The partnership between American business and higher education is one of mutual exploration. As business moves, with government encouragement, toward a large-scale reindustrialization of the nation, colleges and universities have a role to play which is far more important than that of supplying employees. The course of industrial renewal is not clear; the roles of corporations in society and in relation to those who work for them will surely be subject to scrutiny and to change. Virginia's colleges and universities should join with others across the nation in research, analysis, and conceptual development of alternatives, insisting as an equal partner on the importance of rational discourse and respect for fundamental human values.

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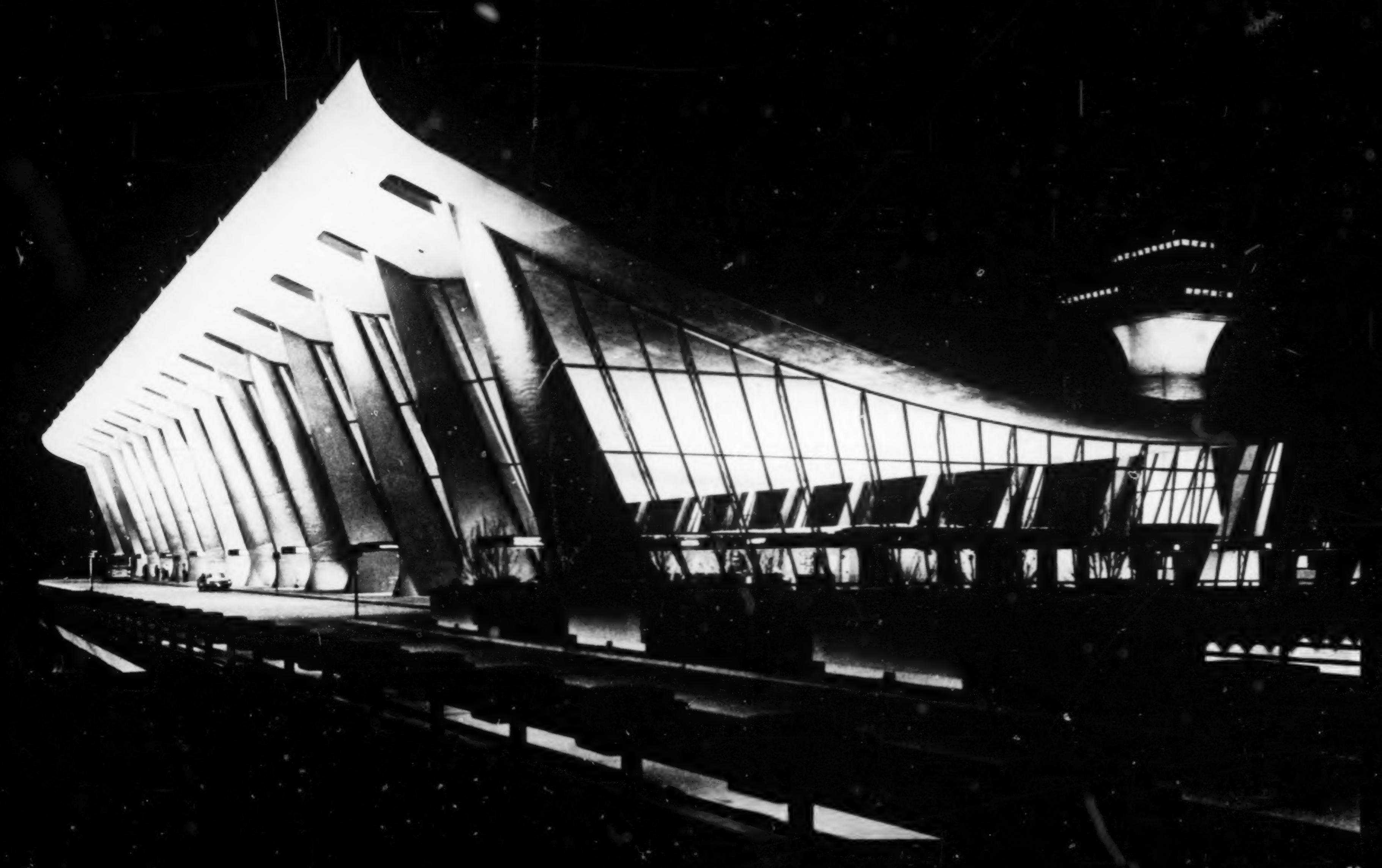
(1) *Chronicle of Higher Education*, September 23, 1981, p. 12.

Institutional Narratives-Public Institutions



The institutional narratives of the state-supported institutions are an essential component of the *Virginia Plan for Higher Education* because they provide an historical perspective on each institution as well as an indication of the institution's future aspirations. Each narrative, along with the institution's data profile which appears in Volume II of the *Plan*, presents a clear indication of the institution today and what it hopes to be in the future.

In preparing the narratives, Council of Higher Education staff worked closely with the presidents and other principal administrators of the colleges and universities to ensure uniformity in format and the inclusion of comparable information. Each narrative has four parts.

The first part describes the history and development of the institution from its establishment to the present. The second contains a statement on the purpose of the institution. In most instances, the statement is an abbreviated version of the institution's full statement; space did not permit the use of the full statements.

The third part indicates the extent of the institution's instruction, research, and public service activities. These three activities are generally considered the principal functions of higher education. Finally, the fourth part discusses the institution's future plans to 1990. This section, in particular, offers an insight into institutional aspirations.

The institutional narratives are presented in alphabetical order. Because of the critical importance of these narratives, each statement, as it appears in this update, has been approved by both the individual institution and the Council.

Christopher Newport College

Newport News

History and Development of the Institution

In 1960 the General Assembly of Virginia established Christopher Newport College as a non-residential branch college of The College of William and Mary and located it in Newport News. Subsequently, the Board of Visitors of The College of William and Mary authorized the branch institution to offer a lower-level undergraduate liberal arts curriculum through which a student could receive the Associate of Arts degree. From 1961 to 1969, the College matured as a two-year institution, and in 1969 the Board received approval from the General Assembly to broaden the role of the College by adding upper-level bachelor's programs and awarding the Bachelor of Arts and Bachelor of Science degrees. Between 1969 and 1976, the College began several specialized bachelor's degree programs, including the Bachelor of Science in business and administration, the Bachelor of Science in management information science, and the Bachelor of Science in governmental adminstration.

In its 1976 session, the General Assembly of Virginia established Christopher Newport College as a four-year baccalaureate institution independent of The College of William and Mary. The operation of the College was transferred to the Board of Visitors of Christopher Newport College, a 12-member board appointed by the Governor of Virginia on July 1, 1977. Since that date the Board has organized the College into two schools: the School of Liberal Arts, Sciences, and Education; and the School of Business and Economics. The two schools house the College's 30 major fields of study.

In September, 1961, the College first enrolled 171 students at its initial home, the John W. Daniel School, a former public school building in downtown Neport News. In 1963, the City purchased and deeded to the Commonwealth the 75-acre suburban tract where the present campus is located. Over the years the College's student body has grown to 4,100 on a campus which has eight buildings, with two more under construction.

From 1961 to the present, the College has drawn its students primarily from the Virginia Peninsula and the surrounding counties beyond the York and James Rivers. In the recent past, however, the College has also attracted students from Norfolk, Virginia Beach, and Chesapeake. The student body has been, and is, a blend of full- and part-time students, degree and course-seeking students, and permanent as well as transient residents of Tidewater. While the elements of the blend have remained constant, the relative proportions have changed annually. The 1980-81 student profile serves as an example of the mix: 28 percent of the College's students were between the ages of 18 and 21 and were enrolled full-time; 53 percent were part-time; 62 percent were older than 21; and 66 percent of the graduating seniors were transfers, with eight years being the average time required to complete graduation. In short, the College's student body resides in Tidewater and is non-traditional.

Purpose of the Institution

Christopher Newport College is a public, urban, non-residential, coeducational, comprehensive undergraduate college. The College's purpose is "to lead its students toward freedom in thought and action; hence, it is responsible to be an informed transmitter and interpreter of the past and an intelligent developer of the present and future." To these ends, it has organized its programs to affirm the methods, values, and insights of both the traditional liberal arts disciplines and the recent process-centered behavioral, human service, and professional disciplines.

The College believes that it has a special responsibility to develop and to offer academic programs and educational services appropriate to a mobile, urbanized, technological, and business-centered society. These emphases are shown in the College's range of degrees; in its cooperative agreements with area colleges and universities; in its student transfer arrangements with the Virginia Community College System; in its policies

governing admission, transfer, and graduation; and in its counseling programs and continuing education activities.

As an undergraduate college located in Tidewater, the College has an additional obligation (1) to extend its resources throughout the region, providing course work at military bases and for interested groups unable to attend on-campus classes and (2) to develop courses and services which turn the best local resources—its museums, research centers, people—into educational advantages for its students.

The Role of Instruction, Research, and Public Service Within the Institution

Christopher Newport College's priorities are, in order, instruction, public service, and research. The College provides classes throughout the year, day, and evening, on weekdays and weekends, on and off-campus, for academic credit or for continuing education units. Public service activities include a monthly business and economic newsletter, a speaker's bureau, several community concert series and theatre productions, a faculty radio forum, community development programs, consulting services, and adult education, recreation, and leisure programs designed by the Office of Continuing Studies. The College's research activities have resulted in the establishment of cooperative relationships with NASA, the Virginia Associated Research Campus, the Mariners Museum, and various social and business agencies in the community. The annual dollar volume of research has varied between $98,000 and $158,000.

The Institution's Future Directions to 1990

During the next decade the College expects that the student body will exceed 4,823 and that its curriculum will include such new majors as American studies, computer science, music, and physics. It is further expected that the College will continue to evolve as an institution for non-traditional students and as a life-long education center for Tidewater residents. As a part of that expansion, the College expects to develop further its research activities.

The College believes that the decade will require a building program designed largely to modify existing structures to accommodate expanding and exchanging functions. Accordingly, the College plans additions and/or renovations to Ratcliffe Gymnasium, Smith Library, Gosnold Hall, and Newport Hall. A new structure, a Community Cultural Center, is being discussed as a joint College, City, and citizen project.

Currently under study are two new areas of development which, if implemented, could change the mission of the institution: (1) a dormitory feasibility study and (2) a graduate program feasibility study. If, as a result of the studies, the College decides that it ought to expand its mission, it will seek the appropriate approval during the 1983 session of the General Assembly.

Clinch Valley College of the University of Virginia

Wise

History and Development of the Institution

Clinch Valley College of the University of Virginia, begun in 1954 as a branch of the University, became a two-year college in 1959 and a four-year college in 1968. The first Bachelor of Arts degrees were awarded in 1970 and the first Bachelor of Science degrees in 1973. In the fall of 1980 the College registered a total of 1,008 students of whom 717 were full-time and 291 were part-time. Of these students, 946 were from Virginia, and 62 were from outside the State. Until the early 1970's the College served primarily commuting students from the local area and had little on-campus housing. In the last few years, increasing numbers of students from outside the area have been attending the College. Concurrently the number of students residing on campus has grown until now one-half of the full-time students live on campus.

The College has four academic divisions: Education and Psychology, Humanities, Mathematics and Sciences, and Professional and Social Sciences. Approximately one-half of the graduates receive certification to teach, and a relatively high percentage of students elect a major in one of the professional areas, particularly in business.

Since its beginning the College has been a part of the University of Virginia. On academic matters the College reports to the University of Virginia through the provost.

Purpose of the Institution

Clinch Valley College was initially established to provide post-secondary educational opportunities to citizens of far southwestern Virginia. Unlike the situation in some areas of the Commonwealth, the closest senior, state-supported institution is 150 miles away; therefore, Clinch Valley continues to play an important role in providing educational opportunities to its region of the State. The College offers baccalaureate programs in a number of liberal arts areas and also in the professional areas of business, education, and medical technology, all of which have a firm liberal arts basis. A relatively high percentage of the students attending the College come from the counties of Lee, Wise, Scott, Dickenson, Buchanan, Russell, Tazewell, and Washington. However, a number of students also attend from the Norfolk area and the area around the District of Columbia. The College is located on approximately 400 acres of land on the edge of the town of Wise. The College began offering continuing education courses in the fall of 1977. These courses now account for 6 percent of the credit hours in the College.

Since its inception the College has included in its mission a commitment to serve the students from the part of Virginia that lies in the Appalachian Mountains. The programs of the College are comparable to programs in other institutions with similar degrees; however, the programs also recognize and accommodate the cultural characteristics of students from the local area. The College has developed a mining management program to serve the mining industry, which is the primary industry in the service area of the College.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College's instructional emphasis is to provide its students with a basic liberal education, although in the professional programs the special skills essential to the particular professions are also stressed. The College offers 14 baccalaureate degree programs and three two-year certificate programs.

Instruction is the primary mission of the College and very little research is conducted by the faculty of the College.

The College recognizes its public service responsibilities to the citizens of southwestern Virginia by offering cultural programs in the arts and humanities and a variety of non-credit courses, seminars, and programs through the Office of Continuing Education.

The Institution's Future Directions to 1990

Clinch Valley College expects its enrollment to increase only slightly in the next decade to about 1,090. At the same time, little change is anticipated in the number and type of academic degree programs offered. In fact, except for the mining management program, which began in 1980, no new programs are being planned.

The College of William and Mary

Williamsburg

History and Development of the Institution

The College of William and Mary, founded by royal charter in 1693, is the second oldest institution of higher learning in the United States; after the American Revolution, it continued under private auspices. The College first received support from the Commonwealth in 1888, and in 1906, by act of the General Assembly, became a state institution with its Board of Visitors appointed by the Governor. In 1968 the State Council of Higher Education recognized William and Mary as a university. The Board of Visitors of the College also has responsibility for a two-year branch college, Richard Bland, located in Petersburg.

William and Mary today is a coeducational state university serving the Commonwealth and the nation. It consists of the Faculty of Arts and Sciences and the Schools of Business Administration, Education, Law, and Marine Science. Besides the baccalaureate in arts, science, and business administration, the College offers the master's degree in 14 fields and the doctorate in five, in addition to the Juris Doctor in law. The undergraduate student body numbers approximately 4,400; the graduate and advanced professional enrollments number 1,000 full-time equivalent students. Approximately 70 percent of the students are from Virginia, the remainder at present are from some 45 states and foreign countries.

Although the main campus of William and Mary is in Williamsburg, the institution also offers classes at the Virginia Associated Research Campus in Newport News and the Virginia Institute of Marine Science at Gloucester Point.

Purpose of the Institution

William and Mary is, according to the institution, "a community of scholars seeking to expand the sum of human knowledge and to communicate that knowledge to all who wish to know." As such, the institution notes that it "offers individuals the opportunity to acquire a broad understanding of the human condition through a liberal education and to add to the knowledge underlying that understanding by pursuing their intellectual and professional interests as far as possible within the resources at the institution's command."

To achieve its goal, William and Mary offers a resident undergraduate program of national repute and graduate and advanced professional programs in selected fields. About 90 percent of the undergraduates are in arts and sciences and education, the remainder in business administration; all receive a firm grounding in liberal studies. William and Mary emphasizes close faculty-student interaction and, in this regard, provides relatively small classes at the undergraduate level. At the same time, the existence of post-baccalaureate programs in selected areas brings to the entire College the benefits normally associated with larger institutions, such as the stimulation of research and publication and access to additional library and laboratory facilities.

At the advanced level, William and Mary offers the Juris Doctor and doctorates in history, marine science, psychology, physics, and three areas of education. The law program traces its ancestry to the governorship of Thomas Jefferson in 1779. The education program has been of importance to Virginia since 1906 when the Commonwealth determined that one of the primary objectives in assuming responsibility for the College was to insure a source of trained public school teachers throughout the State. In its history program William and Mary benefits from its significant library holdings on the early years of this country, from the growth of Williamsburg as a center for historical research since the founding of the Colonial Williamsburg Foundation in 1926, and from the campus presence of the Institute of Early American History and Culture. In psychology, Williamsburg's relevance dates to the establishment of Eastern State Hospital in 1771.

For almost half a century William and Mary has made the marine interests of the Commonwealth a special concern, initially through the Virginia Fisheries Laboratory and subsequently with the Virginia Institute of Marine Science at Gloucester Point. The institution has gained increased capability in physics and computer science through its association with the National Aeronautics and Space Administration's Langley Research Center in Hampton. William and Mary also offers the professional degrees of Master of Business Administration and Master of Education, and master's degrees in applied science, biology, chemistry, education, English, government, history, law and taxation, marine science, mathematics, physics, psychology, and sociology.

Extent of the Institution's Mix of Instruction, Research, and Public Service

William and Mary's instructional emphasis is on providing its undergraduate students with a basic liberal education and its graduate and advanced professional students the special skills needed for service in the public and private sectors.

William and Mary conducts both basic and applied research. Its research activity involves both contracts for programs and individual grants to faculty members. In 1978-79 the College, including its Virginia Associated Research Campus and the Virginia Institute of Marine Science (merged by statute with the College in 1979), received approximately $8 million in research funds.

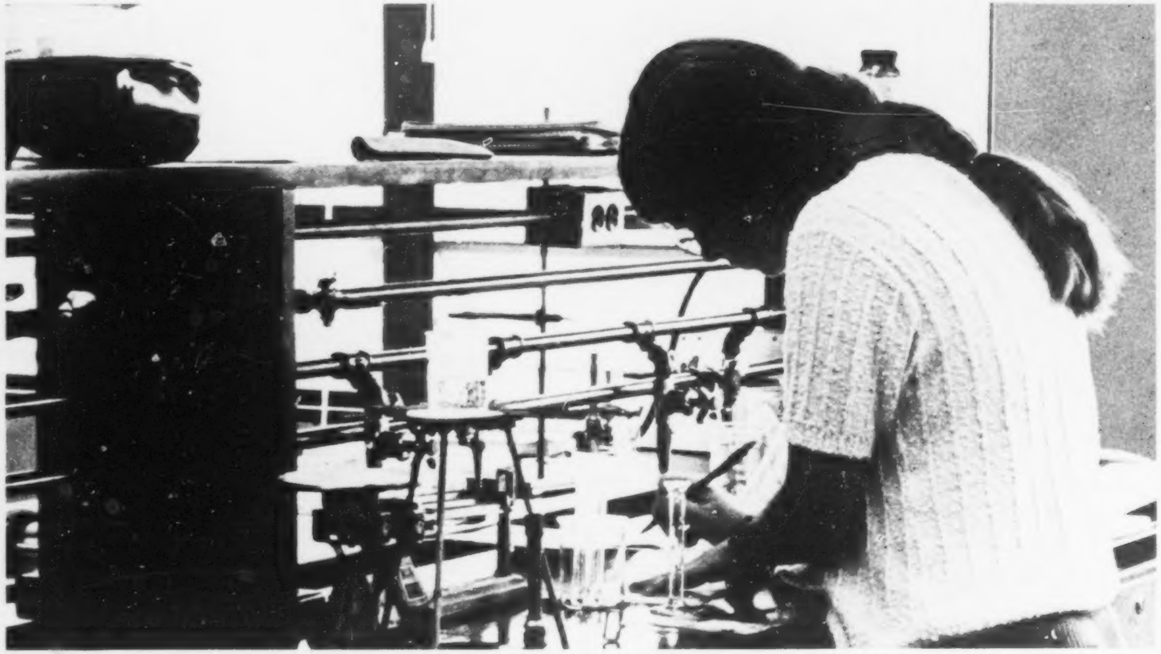
William and Mary recognizes its public service responsibility to the Commonwealth by offering cultural programs through the Office of Special Programs; an extensive marine advisory program; and expert consultation in a variety of educational, scientific, legal, and business fields.

The Institution's Future Directions to 1990

William and Mary intends to remain relatively stable in enrollment and in the number and type of academic programs offered. During the next decade, its enrollment will likely increase by about 700 students, while its additional program offerings will continue to emphasize areas in which it can make a unique contribution to the Commonwealth.

George Mason University

Fairfax



History and Development of the Institution

George Mason University, established in 1957 as a coeducational branch of the University of Virginia, is named after Virginia statesman and American founding father George Mason. In 1966, it was authorized by the General Assembly to become a degree-granting institution known then as George Mason College of the University of Virginia The institution granted its first bachelor's degrees in 1968 and the first master's in 1971. Following further legislative action, George Mason became an independent state-supported university on April 7, 1972. The General Assembly in 1979 authorized the establishment of a School of Law and, in 1980, the elevation of the University to doctoral status.

George Mason University is a rapidly growing coeducational state university composed of the College of Arts and Sciences, the College of Professional Studies, the School of Business Administration, the Graduate School, the School of Law, and the Division of Continuing Education. In 1980-81, over 13,000 students were enrolled (89 percent Virginia residents), by program, as follows: about 33 percent were in the arts and sciences, 25 percent in business, 14 percent in professional studies, 4 percent in law school, 2 percent in the Bachelor of Individualized Study program, and 17 percent were not classified by program. Approximately 27 percent were engaged in study beyond the baccalaureate.

The median age of full-time students is 21 for males and 22 for females. Among part-time students, the median ages are 28 for males and 31 for females. Over 75 percent are employed (40 percent full-time), and about 40 percent of the students are married. Those students who are employed full-time are primarily evening students or take at least one evening course. Over 6,000 students attended summer school in 1981.

Purpose of the Institution

George Mason University provides high quality undergraduate programs in the arts and sciences and selected professional fields. It serves the educational needs of people residing in Northern Virginia, primarily Virginia Planning District 8 plus Fauquier County. It also offers outstanding graduate and professional programs and makes available to public and private institutions expertise in research and educational services. The University conducts continuing education programs designed to meet the personal, professional, and career interests of citizens of the region.

George Mason University offers a wide range of undergraduate and graduate degree programs at three Northern Virginia campus locations: the Main Campus just south of the City of Fairfax, the North Campus within the City of Fairfax, and the Metro Campus located at Virginia Square, adjacent to a subway stop in urban Arlington County.

The Metro Campus, housing the School of Law, also has teaching, conference, and television facilities for a variety of professional courses appropriate to the educational requirements of the immediate area. The University extends graduate and undergraduate instruction to more than 25 off-campus sites in the region.

Extent of the Institution's Mix of Instruction, Research, and Public Service

George Mason University supports a faculty which is excellent in teaching, active in pure and applied research, and responsible in meeting the needs of the community. The University strives to be a resource to the Commonwealth by serving the community, government, and private enterprise, and to be the intellectual and cultural focus of Northern Virginia.

The University incorporates into its undergraduate degree programs a substantial core of the arts and sciences and carefully designs all of its programs to equip graduates for successful careers in business, in public service, in the arts, and in other professions. There are 88 degree programs in place or due to be initiated in the next two years, including 46 bachelor's degree programs, 34 master's degree programs, one professional program, and six doctoral programs.

The University encourages research as an integral part of the learning process for both students and faculty. The purpose of the recently inaugurated George Mason Institute is to work in partnership with private industry and other appropriate public and private organizations for mutual benefit in the application and advancement of science and advanced technology. Two other important institutes are the University Center for Social Science and Public Policy Research and the Center for Government, Society, and the Arts. In 1980-81, the total amount of active grants was $3,389,010.

The University assists in the development of the cultural and intellectual life of the surrounding community. During 1980-81, there were over 4,500 participants in the workshops, conferences, and short courses organized by the Division of Continuing Education. Beginning in fall, 1981, the Barter Theatre, the State Theatre of Virginia, will begin winter residence at George Mason University providing instructional opportunities for students as well as cultural enhancement for the Northern Virginia region.

The Institution's Future Directions to 1990.

By 1990, George Mason University will be established as a major new Virginia university with an approved fall on-campus headcount of better than 19,000 students, an increase of well over 50 percent in ten years. Its distinguishing characteristics will include the following: it serves Northern Virginia, using the resources of metropolitan Washington; undergraduate enrollment is still dominant; its programs are based largely in the disciplines of the arts and sciences where the majority of undergraduate students are enrolled; the master's and doctoral programs are largely professionally-oriented, serving practitioners; in fields in which it is adding doctoral programs, it is secondarily preparing faculty and researchers in the public and private sectors; the graduate student population will grow to be a significant proportion of the total headcount; most of its graduate programs are scheduled in evenings to be accessible to the employed professional; there are intimate linkages to the public and private sectors; and many programs are associated with applications in technical or science fields. Research accomplishments through new centers are becoming nationally recognized. There is international dimension to many of its programs.

James Madison University

Harrisonburg

History and Development of the Institution

James Madison University was founded in 1908 by the Virginia General Assembly as the State Normal and Industrial School for Women at Harrisonburg. At that time four years of high school work as well as two years of post-high school work were offered. The institution was renamed the State Normal School for Women at Harrisonburg in 1914. In 1924, when the General Assembly designated the four state normal schools as teachers colleges, the institution became known as the State Teachers' College at Harrisonburg.

Authorization to award the baccalaureate degree was granted the school in 1916. High school courses were deleted in 1920-21, and the curriculum was broadened over the next decade to include a wide range of courses in the liberal arts. With the advent of an expanded curriculum, the General Assembly in 1938 renamed the institution Madison College in honor of President James Madison. Authorization to award the master's degree was granted in 1954. In 1966, by legislative action, Madison College became fully coeducational. Continued growth and changes at the institution resulted in it achieving university status, which was recognized by the 1977 General Assembly when the institution became James Madison University.

James Madison University is a coeducational, regional university of 8,900 students, 80 percent of whom are from Virginia. In order to gain admission, students must be both academically prepared and potentially able to contribute to the diversity of the University community. As a predominantly undergraduate institution, the curriculum offers a strong program of general studies which prepares a student for majoring in the standard fields of the humanities, sciences, education, and business, as well as for careers in the arts, communication, and the media. The academic programs are offered in the College of Letters and Sciences, the School of Business, the School of Education and Human Services, and the School of Fine Arts and Communication. The Graduate School administers all graduate programs at the University. The University offers the master's degree in a number of academic and professional fields, and the Education Specialist degree in school psychology.

Purpose of the Institution

James Madison University is a liberal arts university with a strong commitment to professional and pre-professional programs. The University's major emphasis is at the undergraduate level; however, the graduate program is also strong and growing. Graduate programs are proposed when the programs can provide an effective service to the community or when particularly excellent undergraduate programs can be extended into a position of regional and national recognition. As a regional university, James Madison attracts students from throughout the State, in particular those living in the Shenandoah Valley, and the State's urban areas of Northern Virginia, Tidewater, Richmond and Roanoke.

The student body at James Madison University is heterogeneous; the University makes a conscious effort to attract a diverse student body on the premise that a student's total education is greatly enhanced by exposure to many different types of people from divergent backgrounds.

The University is primarily a residential campus, with the majority of its undergraduates living in University housing. A wide range of social, extracurricular, and dormitory programs are available to students to augment classroom instruction and result in total education for the student.

The University is dedicated to the belief that an enduring and meaningful educational experience must be based on exploration of one's cultural heritage and contemporary life through general studies in the liberal arts and sciences. The University is also committed to the preparation of its students for success in a chosen occupation or profession. The University has a special commitment to preparing its students for rapid changes in society.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University's major commitment is to superlative teaching. It recognizes that a sound educational effort emphasizes a spirit of honest inquiry, both in the classroom and elsewhere.

The importance of research and public service, however, is also recognized. All types of research are encouraged on the James Madison University campus, although the University normally concentrates on research which shows promise of immediate and direct benefit to the academic pro-

gram. The University is engaged in a variety of public service activities benefiting professional groups and industrial, commercial, and educational communities, as well as cultural programs which benefit the general community.

James Madison offers 59 academic programs at the undergraduate level, 25 at the master's level, and the Education Specialist in school psychology. Approximately $400,000 in grants are received annually to support research in the areas of the arts, natural sciences, social sciences, business and education.

The Institution's Future Directions to 1990

The future of the academic program at James Madison University will be dictated by the needs of society. Continuing efforts will be made to anticipate the particular areas of expertise that will be in demand in the future, and the University's curriculum will be adjusted accordingly.

The University intends to use its traditional strength to meet the needs of the future. Future needs will be met, in large part, not by seeking out new directions in subject matter but by adjusting existing subject areas in different ways to support societal and student needs.

Emphasis on the improvement of institutional programs will continue, as will attention to research and public service—particularly as those activities effect the teaching mission. In the interest of public service, James Madision University recognizes the growing educational needs of the adult population. Existing programs will be expanded as necessary to support those needs. The University expects to be comprehensive at the bachelor's and master's levels in all areas where James Madison has traditionally shown strength with respect to contributing to the higher educational objectives of the Commonwealth.

Longwood College

Farmville

History and Development of the Institution

Longwood College originated from the Farmville Female Seminary Association, which was incorporated by the General Assembly of Virginia on March 5, 1839. The College acquired its present name in 1949, after having been known as the State Teachers College at Farmville (1924-49), the State Normal School for Women (1914-24), and the State Normal School (1884-1914). Until 1949, the institution was primarily a teacher-training institution for women. Concurrent with its last name change, Longwood began a diversification of program opportunities which has led to its current status as a comprehensive college for men and women, with academic programs available at the bachelor's and master's levels.

Today, Longwood College is a small, state-supported, coeducational, comprehensive college located in a semi-rural setting. It has an on-campus enrollment of approximately 2,450. The student body is primarily in-state (93 percent) and residential (85 percent). The distribution of students by sex is 75 percent female and 25 percent male; racially, 6 percent of the student body is minority.

Approximately 35 percent of the students graduating from Longwood College earn certification to teach. The remaining students are enrolled in the other primary programmatic areas of business administration, social work, therapeutic recreation, liberal arts, and pre-professional studies.

The College is organized academically into 13 departments. At the master's level, the College offers advanced work in education (Master of Science) and English (Master of Arts). There are seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Business Education, Bachelor of Fine Arts, and Bachelor of Music Education. There are 25 major programs at the bachelor's level.

In addition to its self-contained programs, Longwood has developed a number of cooperative programs with other institutions, both within and beyond the borders of the State. In most cases Longwood does not serve as the degree-granting institution, but rather provides the foundation courses for work completed at the cooperating institution. In addition, a cooperative program with Hampden-Sydney College allows students from either college to take classes at the other. Longwood cooperates with a large number of public and private institutions within the State which provide intern opportunities for students in education, business administration, government, social work, therapeutic recreation, and home economics.

Purpose of the Institution

The primary educational objective of Longwood College is to provide a curriculum distinguished by academic excellence. The College believes that this goal is best achieved by a close interrelationship between teaching excellence and scholarly research. As an institution of higher education, the College is further dedicated to serving the citizens of Southside Virginia by providing enriched cultural opportunities to the area.

The primary areas within the Commonwealth from which the institution attracts students are Richmond, Northern Virginia, Southside Virginia, and Virginia Beach. Outside the state, students come primarily from New York, Maryland, New Jersey, Connecticut, and Pennsylvania. Students also attend the College from a limited number of foreign countries.

As a member of the Central Virginia Consortium for Continuing Education, Longwood offers approximately 40 off-campus courses per year in the adjoining counties and in the cities of Lynchburg and Halifax/South Boston. An estimated 800 students are served by this program each year.

Longwood is one of the few remaining four-year comprehensive colleges in Virginia's diverse system of higher education. It is the only small, primarily residential college located in a semi-rural setting. Therefore, its character is unique. Its central location in the state, and its afiliation with a small town, can provide all citizens of the Commonwealth with an opportunity to share in a unique educational experience. The proximity of three larger cities also provides opportunities for urban, social, and cultural life for the student body.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The primary goal of Longwood College is to provide its students with instruction of high quality. For this reason, the majority of the institution's resources are allocated to this effort. The College recognizes, however, that quality instruction and professional activity, especially research, are closely related. Therefore, efforts are made by members of the college community to engage in meaningful research. The College also seeks to serve the public through such activities as providing dinner theatres, fulfilling speaking engagements, and providing recreational activities for area children.

The Institution's Future Directions to 1990

Longwood has no plans to increase the size of the regular session residential student body through 1990. The College's intent is to maintain a steady state in terms of regular session residential students through the decade, with a headcount enrollment of 2,450 predicted for the early years of the decade, and 2,400 for the latter years.

The development of a wide variety of weekend, evening, and summer offerings on campus is in progress. This comprehensive plan is designed to meet the varying needs of adult learners throughout the Commonwealth. Programs centered around the Alumni College concept and the Elderhostel concept will provide educational opportunities for graduates and for senior citizens. In addition, activities such as an enriched fine arts program, made possible by the establishment of the proposed Fine Arts Center, and expansion of the Longwood Archeological Field School will enrich Longwood's outreach to all Virginia citizens during the decades of the 1980's and 1990's.

The mix of students by race and sex will be different by 1989-90. The number of minority students is expected to triple, and the number of males is expected to double by that date. Although no plans exist at present to change the admissions standards, it is conceivable that, if applications remain high, some tightening of admissions standards could occur by 1989-90.

The College has received approval to initiate one new program at the bachelor's level (anthropology) and is developing programs in computer science and special education. The College is studying the feasibility of a program in public administration.

Expansion of computer literacy will be a primary concern of the institution during the 1980's. Judicious use of computer-assisted instruction throughout the College will enhance each academic program. Such instruction will not only enable the institution to make more efficient use of teaching time, but also provide an atmosphere of computer awareness for all students which is essential for a broad-based understanding of the modern technological society.

Of equal importance, the College will renew efforts to establish cooperative programs with the public schools of the surrounding counties. Building upon initial contacts made with the Southside Consortium for Special Education, Longwood plans to strengthen its offerings in special education to assist the counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward in providing educational opportunities for children with exceptional learning conditions.

Mary Washington College

Fredericksburg

History and Development of the Institution

Mary Washington College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg and became affiliated with the University of Virginia in 1944 as its women's undergraduate liberal arts college. In 1970 the College became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution with its own governing board.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Its limited graduate offering is designed for part-time, commuting students. Through an emphasis on quality, Mary Washington attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its dormitory students are from other states and foreign countries, with the largest proportion coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both a full-time and part-time commuting clientele through the utilization of its resources in the evenings and on weekends.

The College is organized into academic departments of one or more disciplines and offers 35 undergraduate programs in the liberal arts and sciences and compatible professional fields leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Liberal Studies. It also offers an interdisciplinary graduate degree, the Master of Arts in Liberal Studies.

To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington has historically focused on the liberal arts and sciences with the pursuit of academic excellence as the core of a value system which is emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead.

Believing that a broad liberal education based upon freedom of inquiry, personal responsibility, and intellectual integrity is the best preparation for citizenship and career, the College requires its undergraduates to pursue studies in the arts, the humanities, and the sciences as a necessary supplement to their concentration in a particular field.

As a small, predominantly residential, undergraduate institution of the liberal arts and sciences, Mary Washington is distinctive within the Virginia system of higher education by providing a small college alternative to qualified students.

Mary Washington is sensitive to the educational needs of the citizens within its commuting region and has established undergraduate and graduate degree programs designed especially for adult part-time students. The College will continue to assess its full-time and part-time offerings and, when needed, propose curriculum changes to fulfill its continuing education commitment to the population within the area.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer students learning opportunities that will provide them with a sound general education, sensitize them to their responsibility as citizens in the broader community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives.

The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs of the institution.

Mary Washington's public and community service activities offered on-and-off-campus provide citizens with continuing educational opportunities and assist in meeting special community needs. The College's new "Center for Historic Preservation," designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation-related organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions to 1990

In the decade of the 1980's, as the College evaluates its offerings, it will build upon its high quality liberal arts and science programs and propose curricular additions specifically designed to meet new and increased demands. Mary Washington will continue to emphasize residential undergraduate liberal education and will also offer, within the liberal arts context, a limited number of compatible undergraduate and master's level programs designed primarily for commuting students. Complementing the Master of Arts in Liberal Studies, the College will initiate a master's degree program in business administration in 1982 and a master's degree program in public administration in 1983. A graduate program in historic preservation is envisioned to begin later in the 1980's.

Norfolk State University

Norfolk

History and Development of the Institution

Norfolk State University was founded in 1935 as the Norfolk unit of Virginia Union University. In 1942 Norfolk Polytechnic College was chartered to take over the functions and assets of the Norfolk unit of Virginia Union University; in 1944, by act of the General Assembly, the responsibility for the institution was transferred to Virginia State College.

To provide space for expansion, the City of Norfolk gave approximately 50 acres of land as a permanent campus for the College; construction began at the site in 1953. In 1956 the College was authorized to offer junior and senior college curricula terminating in the bachelor's degree. Because of its continued growth, the institution was separated from Virginia State in 1969 and established as an independent state-supported institution. The College received approval in 1973 to grant the master's degree. The 1969 sessions of the General Assembly changed the name of the institution to Norfolk State University.

Norfolk State University is a coeducational urban institution offering curricula in liberal arts and sciences, technology, and professional programs at the associate, baccalaureate, and master's levels. The enrollment at the institution in 1980-81 was 7,286. In-state students constitute nearly 90 percent of the total enrollment; 65 percent reside in the Tidewater area, and 35 percent are from non-commuting distances. Out-of-state enrollment has increased over the last five years, and it is anticipated that this trend will continue. The ratio of male to female students is approximately 40/60.

Students at the institution, while receiving degrees in a variety of disciplines, are concentrated in business, education, the natural and health sciences, and the social sciences. The academic organization of the institution currently includes nine schools and 30 departments.

Programmatic emphases include bachelor's programs in the sciences and allied health professions, urban planning, business, technology, and education. At the master's level the institution continues to develop its human resources program, which includes urban affairs, gerontology, community psychology, communication, mass communications, special education, fine arts, and business. The institution will propose future program development in the areas of technology, business, education, science, and the allied health areas at either the bachelor's or master's levels.

In order to improve access for community college transfer students, the institution has a special relationship with the Virginia Community College System through credit transfer agreements in several areas. It also has agreements with Old Dominion University, Virginia Polytechnic Institute and State University, and Christopher Newport College. Norfolk State and Old Dominion also have a program of inter-campus registration, matriculation, and credits transfer. Norfolk State participates in a doctoral program in psychology which is offered jointly by Eastern Virginia Medical School, The College of William and Mary, and Old Dominion University.

Purpose of the Institution

Historically the purpose of the institution was to provide services for black Virginians who did not otherwise have the opportunity to receive a traditional form of higher education. Its current purpose is to expand that same opportunity to the larger community. Norfolk State will continue to emphasize the education of persons who constitute a non-traditional clientele and are desirous of developing their full educational potential. The institution strives to maintain a high level of academic and professional standards while providing alternative models for higher education.

Although Norfolk State University is located in the Tidewater area, it serves the entire Commonwealth and the nation. In addition, the institution serves a vital function as a provider of education for community college graduates at the upper level. Although the University's location is in downtown Norfolk, the institution provides off-campus services at various locations.

The School of General and Continuing Education offers a wide range of educational programs for individuals and organizations either on the Norfolk State campus or at appropriate locations.

Included in the school are the Evening College Department, the Adult and Public Service Department, and the General Studies Department.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Norfolk State University considers instruction its highest priority; at the same time, research is regarded as an integral part of the teaching process. Independent, cooperative, unfunded, and sponsored research are conducted within the institution. With an anticipated expansion in graduate programs, the University will increase its involvement in research.

Public service has also been central to the philosophy and mission of Norfolk State University. While many of the public service programs are implemented through the School of General and Continuing Education and the Evening College, involvement in public service is manifested in the overall University program. The physical facilities and resources of the University are used by the community, and the faculty and staff provide technical assistance and professional leadership for community organizations and activities. For example, the University has special laboratory programs for elementary, secondary, and adult students whose competencies in basic skills need strengthening. Instructional activities are provided in the areas of reading, language arts, mathematics, and speech.

The institution offers 64 programs (seven associate, 13 master's, and 47 baccalaureate degree programs). In addition to a wide variety of nonfunded research, funded research is being conducted in biomedicine, mathematical sciences, pollution control, atomic energy, environmental sciences, human resources, and ecology. The institution's funded research has an approximate annual dollar value of $750,000. The approximate annual dollar value of non-funded research is $600,000.

The Institution's Future Directions to 1990

Norfolk State expects to have a moderate increase in enrollment for the next five years, then remain relatively stable through 1990. This increase is anticipated as a result of student transfer agreements with the Virginia Community College System and the addition of new programs. The institution will be implementing several new programs over the next five years at the undergraduate and graduate levels. An increase in faculty is expected to accompany any increase in students.

Old Dominion University

Norfolk

History and Development of the Institution

Although the College of William and Mary offered extension courses in Norfolk as early as 1919, Old Dominion University had its formal beginning in 1930 when it opened as the Norfolk Division of the College of William and Mary. It was not until 1954, however, that the institution was authorized to offer baccalaureate programs. In 1962 the state legislature made the institution independent of the College of William and Mary, and shortly thereafter the new Board of Visitors adopted, with General Assembly approval, the name Old Dominion College. In 1968, the Board asked for legislative approval to change the name of the institution to Old Dominion University. The name was changed on September 1, 1969.

The University today has a student body of approximately 15,000, equally divided between males and females. Fifty-nine percent are full-time students. Eighty-four percent are Virginia residents.

The University is organized into six schools: Arts and Letters, Business Administration, Education, Engineering, General and Continuing Studies, and Sciences and Health Professions. Master's degree programs are offered in several of the arts and sciences disciplines, business administration, accounting, education, engineering, public administration, urban studies, and health professions. Certificates of Advanced Study are offered in two areas of education. Doctoral programs are offered in selected areas: biomedical sciences, engineering, mathematics, oceanography, physics, psychology (both clinical and industrial/organizational) and urban services with components of urban management and urban education. A doctoral program in ecological sciences will begin in Fall 1982. The University has cooperative programming arrangements with Norfolk State University, the Eastern Virginia Medical Authority, The College of William and Mary, Christopher Newport College, Tidewater Community College, and Virginia Polytechnic Institute and State University.

Purpose of the Institution

Old Dominion is an urban university with the primary mission of meeting the educational and professional needs of Eastern Virginia. At the undergraduate level it emphasizes a comprehensive program of liberal arts, sciences, and selected professional programs. Graduate offerings address the region's needs for advanced professional education and for certain specialized programs. Old Dominion's seven areas of specialization are administration, applied science and technology, the development of urban education, fine and performing arts, health-related studies, international studies, and marine and environmental studies.

While basic or pure research is encouraged, emphasis is given to applied research because of the University's special responsibilities to the region it serves.

Old Dominion University has a broad program of continuing education. It is committed to extending its service throughout the region and therefore offers undergraduate and graduate courses at many off-campus sites. It also offers a wide variety of non-credit courses, seminars, and short courses for individuals interested in personal enrichment and career development. Through these means the institution serves over 28,000 people annually.

The University seeks to admit all applicants who can demonstrate the probability of successfully completing their degree requirements. The composition of the student body reflects a diverse constituency with regard to age, sex, racial, socioeconomic, and geographic backgrounds. The University believes that this diversity enhances its educational programs and atmosphere.

Extent of the Institution's Mix of Instruction, Research and Public Service

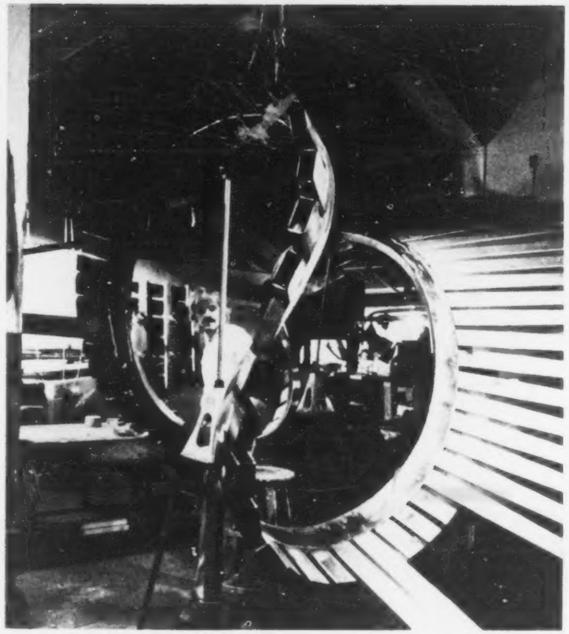
As a doctoral degree-granting university, Old Dominion highlights the three primary functions of teaching, research, and public service, and each is regarded as important.

The commitment of the University to the region it serves affects the nature of research and related forms of scholarly endeavor undertaken by its faculty. Through contracts with NASA's Langley Center, faculty and electrical students are engaged in work involving civil, and mechanical engineering, chemistry, biology, physics, and geophysics. Faculty are also engaged in research and scholarship in oceanography, education, business, health, humanities, and social and behavioral sciences. In 1980-81, 199 faculty members received more than $4.5 million in public and private research funds.

The University meets its public service responsibilities through a wide variety of cultural, recreational, and educational programs. It sponsors community ballet; theatrical, musical, and athletic performances; lectures; and symposia. It provides workshops, conferences, and in-service programs for health and mental health workers, educators, business people, public officials, social service workers, and other groups.

The Institution's Future Directions to 1990

Old Dominion will continue to develop its urban and regional mission while expanding its enrollment by about 1,300 students with no major changes in the makeup of its constituency. The institution expects to strengthen programs at the undergraduate and graduate levels in the seven areas of specialization recognized by the University as essential to the fulfillment of its mission. New graduate and undergraduate programs will seek to meet the unique needs of the Tidewater area.



The University's research effort will be expanded to include problems relating to the urban environment of the Tidewater region, particularly in the applied social, behavioral, and physical sciences.

Public service will receive an increased emphasis through programs offered both on and off-campus.

As a means of enhancing the quality and scope of higher education services in Eastern Virginia, Old Dominion will seek to continue its cooperative relationships with nearby institutions of higher education.

Radford University

Radford

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The school became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944 the College was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential, undergraduate institution with selected graduate programs. Since 1972 the enrollment has increased by more than 58 percent. In the fall of 1980 the institution had 5,757 students in programs both on and off-campus. Radford's students come from all over the Commonwealth: 30 percent from Southwest Virginia, 25 percent from Northern Virginia, 20 percent from the Tidewater area, and 18 percent from other parts of Virginia. About 7 percent are from out-of-state. While serving primarily as a residential campus (over 3,100 students reside on campus), the University also attracts local students who live within commuting distance of the campus.

Radford maintains strong programs in liberal arts, the fine arts, teacher training, business, and other professional fields. Presently the institution offers, in a medium-sized university environment, 55 undergraduate programs (including professional and pre-professional) in the Schools of Arts and Sciences, Education, Business and Professional Studies, and Fine Arts. The Graduate School offers degrees in 22 areas and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences, and opportunities for research.

Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution notes, "Through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged—intellectually, culturally, socially, and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research, and Public Service

As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged, and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of Southwest Virginia with a wide range of academic, cultural, and human service programs. Off-campus courses and programs are offered throughout the Western Region Cosortium area, including an evening-weekend college in Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries, and individuals in both the urban and rural areas of Southwest Virginia. Radford is committed to meeting the educational needs of fully-employed residents of the Western Region for high-demand programs, especially in the areas of business and education, by providing evening courses both on campus and at off-campus locations.

The Institution's Future Directions to 1990

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with a primary focus on effective teaching.

Richard Bland College of The College of William and Mary

Petersburg

History and Development of the Institution

Founded by the General Assembly in 1960, Richard Bland College was established as a branch of The College of William and Mary to provide opportunities for higher education to the citizens of Southside Virginia. The College opened to students at its permanent location in Petersburg in September 1961.

Richard Bland College today is a two-year, nonresidential, state-supported college of the Commonwealth of Virginia. It continues to be governed directly by the Board of Visitors of The College of William and Mary. Approximately 1,100 undergraduate students are enrolled, with about 97 percent being Virginia residents. About 70 percent of the institution's students are enrolled in programs in the arts and sciences, with the remainder in business. All students receive a firm grounding in the first two years of liberal studies.

The College consists of the Divisions of Humanities, Natural Sciences, and Social Sciences. The Associate in Arts, Associate in Science, and Associate in Science in Business degrees are offered.

Purpose of the Institution

Richard Bland College has as its primary mission the offering of transfer associate degree programs in liberal arts, business administration, and other career programs appropriate for a junior college. The College also recognizes its role and responsibility in community education, public service, and cultural activities.

Although semi-professional skills are developed in appropriate programs, the College's curricular emphasis is on general education courses offered during the first two years of a baccalaureate degree program. Developmental programs are provided for students who need to improve skills necessary for success in college.

Continuing education is offered in the evening college, summer session, and extension programs. In addition, the Adult Education Program provides a series of non-credit programs for a variety of areas in the form of clinics, institutes, seminars, and short-term courses.

The College believes that its uniqueness in the state system of higher education lies in its continuing concentration on the preparation of its students for transfer to senior institutions, particularly The College of William and Mary with which it has a special transfer relationship.

Extent of the Institution's Mix of Instruction, Research, and Public Service

As would be expected in a primarily liberal arts junior college, the major focus of the institution is instruction. Research activities are generally limited to efforts by individual faculty members to strengthen their academic specialities. Public service is offered through the College's speakers' bureau and through consulting activities of the faculty and staff with area agencies, institutions, and service organizations.

The Institution's Future Directions to 1990

Richard Bland College intends to remain relatively stable in its enrollment and will continue to offer transfer associate degree programs in liberal arts, business administration, and career programs appropriate for a junior college. Such programs might include associate degree programs in some areas of the performing arts and allied health professions.

During the next ten-year period, the College will attempt to serve an increasing number of clientele beyond the 18-25 age range, as well as part-time students generally. The institution might also propose a two-year residential program for students from throughout Virginia who prefer the learning environment that a small liberal arts junior college can provide.

University of Virginia

Charlottesville

History and Development of the Institution

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It was established following enactment of a statute by the General Assembly in 1819 providing that "There shall be established, in some convenient and proper part of the State, the University of Virginia, wherein all the branches of useful science shall be taught." The University is a coeducational institution with most of its students enrolled full-time and a large number living on grounds. The 1980 fall semester, on-campus headcount enrollment was 16,452.

The University is comprised of the College of Arts and Sciences and the Schools of Architecture, Commerce, Education, Engineering and Applied Science, Graduate Arts and Sciences, Graduate Business Administration, Law, Medicine, and Nursing. The Division of Continuing Education provides courses for part-time students at numerous off-campus locations. Clinch Valley College of the University of Virginia is located in Wise. The University of Virginia Medical Center, which offers students in the health sciences a wide variety of settings in which to learn, also provides health care through its hospitals and clinics.

Today the University of Virginia confers the major portion of the doctoral degrees awarded by Virginia's institutions. At the same time, it prepares a large number of men and women for the professions at both the undergraduate, first professional, and graduate levels. Among undergraduates, the institution offers professional programs leading to degrees in architecture, architectural history, commerce, education, engineering and applied science, landscape architecture, nursing, and planning. At the first professional and graduate levels, the University offers professional programs leading to degrees in accounting, arts and sciences, architecture, architectural history, business administration, education, engineering and applied science, landscape architecture, law, medicine, nursing, and planning.

Purpose of the Institution

A university is a community of scholars having as its central purpose the enrichment of the human mind. This central purpose is served, at the University, by activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic awareness, of its members. In addition, the institution is committed to recording, preserving, and disseminating the results of its intellectual inquiry and creative endeavors. The University of Virginia seeks to achieve its purpose through the pursuit of specific goals, including educating men and women for the professions in undergraduate schools and programs, graduate schools, and graduate professional programs; undertaking such advanced and special research as the educational requirements of the Commonwealth and the nation may indicate; offering to the Commonwealth of Virginia and the nation the various kinds of public service which are consonant with the University's purpose; providing programs of continuing education to the Commonwealth and the nation; and establishing appropriate new programs, schools, and degrees.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University of Virginia places equal emphasis on the programs of instruction and research. Both of these programs are essential in a comprehensive doctoral-granting institution.

The University of Virginia carries out research activities, most of which are federally and privately funded, in a wide variety of disciplines. Its annual expenditure for research and for the support of graduate students engaged in research is approximately $32 million; this amount has been increasing at the rate of about 10 percent per year.

The University of Virginia also carries out an important program in public service through its Division of Continuing Education. Furthermore, the University of Virginia Medical Center performs a major public service by providing quality health care at primary, secondary, and tertiary levels.

The Institution's Future Directions to 1990

The University of Virginia, after several years of controlled growth, reached its fall headcount enrollment target of 16,410 in 1980. It does not plan to change the size of its enrollment in the foreseeable future. There are no plans at this time for any major changes in the academic programs of the various schools of the University. Funded research should continue to grow at a rate of approximately 10 percent per year, and the service role of the University Medical Center will continue to expand, particularly in the area of tertiary care.

Virginia Commonwealth University

Richmond

History and Development of the Institution

Virginia Commonwealth University was created by the General Assembly of Virginia July 1, 1968, with the merger of the Medical College of Virginia (founded in 1838) and Richmond Professional Institute (founded in 1917). This merger was proposed by the Wayne Commission in response to a perceived need in Virginia for a university with a primary orientation toward conditions prevailing in urban centers that embody many of the most critical national, state, and local problems. Building rapidly on its historical strengths, the University has become an urban-oriented, doctoral-granting, research university with a dual campus location in downtown Richmond providing a real-life laboratory for teaching, research, and public service, the scope of which is local, regional, national, and even international in its impact.

The present 19,400 on-campus students, of whom 91 percent are Virginians, are a blend of full-time, part-time, resident, and commuter with an age range of 17 to 78 and a median age of 24. The academic disciplines are organized into 12 schools: Allied Health Professions, the Arts, Basic Sciences, Business, Community and Public Affairs, Dentistry, Education, Humanities and Sciences, Medicine, Nursing, Pharmacy, and Social Work.

Research and service to society are considered essential elements of the institution's primary programmatic orientation toward those disciplines needed in the regional area. Within this framework, the baccalaureate, master's, doctoral, and first professional degree offerings are structured to serve the evolutionary needs of today's urbanized society. Joint instructional programs are offered with Old Dominion University, the University of Richmond, the University of Virginia, Virginia Polytechnic Institute and State University, and Virginia State University.

Purpose of the Institution

Virginia Commonwealth University is currently committed to two primary objectives. The first is to provide society with educated professional practitioners who have the capacity to deal with the specialized problems of their discipline and who possess the attributes of broadly educated persons. A parallel objective is to provide advanced study for practicing professionals and broad educational opportunities for the adult part-time student. These objectives necessitate depth and quality in the participating disciplines and strong support from the fundamental disciplines of the arts and sciences.

The institution's primary service area is Virginia with most of its students from Central Virginia. A number of disciplines, however, have a national and international student market and reputation. Continuing education is conducted as an extension of the primary functions of instruction and research. The objective is to establish the means by which the University can make its skills, knowledge, and talents useful in addressing the problems that face large population centers. From medicine to accounting to art, the appeal of the University to its students is centered in its broad span of disciplines. This apeal is enriched by almost 20 educational programs that are unique in the Commonwealth.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The diversity of the total societal environment which surrounds the University is served by a balanced commitment to each of the three functions of instruction, research, and public service. It is this balanced commitment which enables an urban-oriented university to disseminate to society the results of its cultural, scientific, and professional inquiries. Research is defined as an inseparable component of the teaching-learning process. The University's research effort, exceeding $28 million a year, is within the top 100 research universities in the nation. Patient care, a mandatory segment of the *teaching-learning* process, is provided as a service role model for comprehensive health care. Similarly, other institutional service functions seek to identify and evaluate societal needs and to provide the appropriate model to help satisfy these needs.

The Institution's Future Directions to 1990

Virginia Commonwealth University's future is directly related to the evolving needs of its metropolitan service area. Future modifications in program emphasis must accommodate the needs of the society of which it is a part. The concept of instruction, research, and public service as interdependent components of a total system is crucial if the University is to provide the leadership to solve critical urban problems. This change in response to society's needs will be evidenced by both additional research and graduate programs and in a broadening of the opportunities for the adult learner.

Virginia Community College System

History and Development of the Institution

The impetus for the establishment of the statewide system of community colleges in Virginia was a desire on the part of the Commonwealth to expand the educational opportunities available for citizens beyond high school. In the early 1960's, educational opportunities within the State were limited, because higher education programs were not available in some regions. In addition, the State was unable to meet the demand of new industries for skilled workers. The General Assembly, aware of the needs, established the Commission on Vocational and Technical Education in 1962, and, in 1964, created the State Board of Technical Education and the Department of Technical Education to establish and administer vocational and technical schools. Also in 1964 the Assembly appointed the Virginia Higher Education Study Commission with a mandate to examine the possible establishment of community colleges to fill a gap in Virginia's system of higher education.

In 1966, legislation was enacted to create a Department of Community Colleges and a State Board for Community Colleges. The legislation provided for the creation and maintenance of a statewide system of comprehensive community colleges—the Virginia Community College System—with the State Board for Community Colleges responsible for the establishment and administration of all the comprehensive community colleges within the system. In addition, local Community College Boards were established to act in an advisory capacity to the State Board. Several technical schools and university branches which existed in 1966, along with the addition of a number of new colleges, formed the System which now exists. Today each of the 23 community colleges, formed the System which now exists. Today each of the 23 community colleges nity colleges located throughout Virginia serves a designated geographic region.

In 1977, the General Assembly passed a resolution changing the role of the State Board for Community Colleges from a board of a State agency to a governing board of a statewide institution of higher education.

The mission of the Virginia Community College System is to assure, as part of the Statewide education community, that all individuals who can benefit through the development and extension of their skills and knowledge will be able to do so. To accomplish this mission, the VCCS provides quality programs and services that are financially and geographically accessible.

The 23 individual colleges are comprehensive, offering freshman and sophomore courses in the arts and sciences which may be acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the System is occupational-technical education. Transfer, developmental, continuing education and community service programs are integral parts of the mission. These programs are supported by student development services. In addition, the VCCS responds to community needs by providing trained individuals for industry, business, professions, government and other educational institutions.

In the fall quarter, 1980, the VCCS enrolled 103,000 students in on-campus courses and an additional 7,129 students in off-campus credit offerings. In addition, there were approximately 86,677 enrollments in community service offerings during 1980-81.

Seventy percent of the community college students in fall 1980 were enrolled part-time, and over 50 percent of the students attending community colleges were 25 years of age and above. The median age of community college students was 25 in fall 1980, but 854 students were 60 years or older. Women now represent 57 percent of all students, while blacks have increased from 9 percent in 1972 to 14 percent in 1980. Many students attend community colleges to prepare for entry into baccalaureate degree programs or to seek job training. Increasing numbers of students enroll initially as non-curricular students. Their goals are varied, but the majority attend community colleges to upgrade skills for a present job, to develop skills for a new job, or to explore careers; many also attend for general knowledge, as well as cultural and personal enrichment.

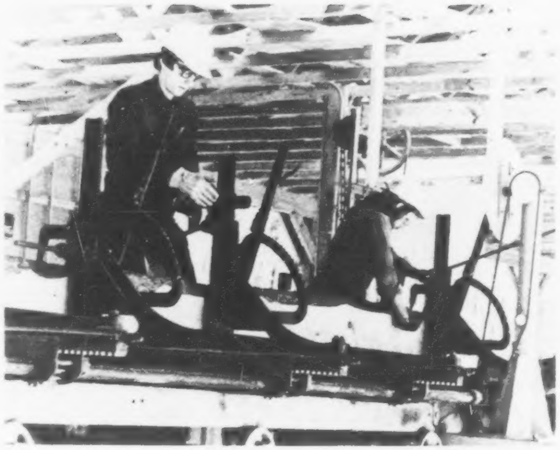
Transfer agreements with four-year institutions promote the successful transfer of students from the two-year colleges.

Purpose of the Institution

The purpose of the Virginia Community College System is to provide all citizens in the Commonwealth access to post-secondary educational opportunities within commuting distance of their home or work and at a cost which most can afford. The modified open-door admissions policy ensures that all citizens who can benefit from programs and services provided by the colleges will have the opportunity to do so.

Each community college participates, along with senior colleges and universities, in one of the six regional continuing education consortia. The consortia are committed to provide continuing education opportunities and public service activities which meet the needs and interests of citizens in each region of the Commonwealth.

The continuing education and community service programs offered by the community colleges are varied. The continuing education programs include credit offerings, located in both on and off-campus facilities, which may be used for general educational improvement and which may meet the needs of such specific career groups as legal secretaries or bank employees. The off-campus courses enable the college to extend educational opportunities to local communities. Noncredit courses and seminars, which are self-supporting, provide learning experiences which are not available in traditional credit programs. College facilities and personnel are available to citizens of the service region for special events. In addition, community service programs are offered by the colleges throughout the year. These programs are intended to provide educational and cultural opportunities for area residents. Art exhibits, lectures, workshops, conferences, festivals, and fairs are examples of the numerous community service programs offered at community colleges.



Extent of the Institution's Mix of Instruction, Research, and Public Service

Quality instruction at a reasonable cost and public service programs which meet the educational needs of the localities served are emphasized over the research function at community colleges. Nine programs which lead to Associate in Arts, Associate in Science, or Associate in Sciences and Arts degrees are offered as college transfer programs. Approximately 213 occupational-technical programs lead to the Associate in Applied Science degree or to certificates and diplomas. The occupational-technical programs include the following major curricular areas: agricultural and natural resource technology, arts and design technology, business technology, engineering/industrial technology, health technology, and public service technology.

Community service programs are specifically designed to meet the educational and cultural needs of the local community. Basic emergency medical technician courses, real estate examinations, seminars for women, health fairs, energy conservation seminars, English as a second language, and communication with the deaf are examples of only a few of the varied community service programs offered statewide by the community colleges.

The Institution's Future Directions to 1990

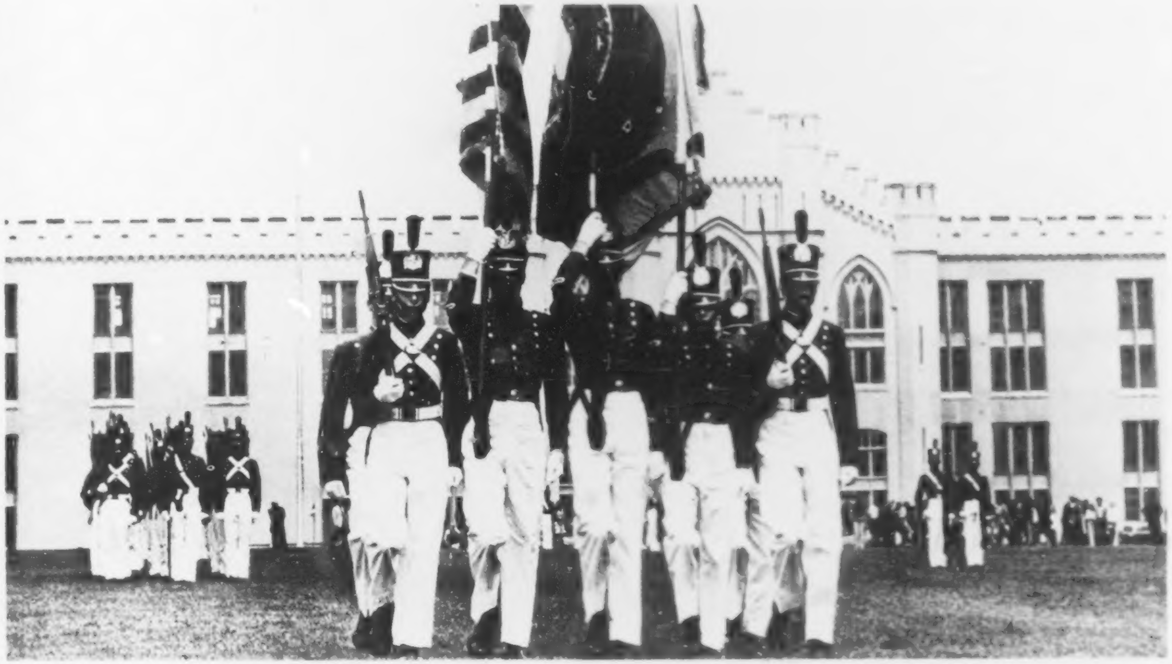
The growth and development of the Community College System since its inception in 1966 has enabled Virginia to make great strides toward increasing access to educational opportunities for citizens throughout the State. At the same time, the System has served the economic development of the State by training or retraining students who aid the State's economy by taking or returning to jobs in their local communities.

In the next decade, the Virginia Community College System will continue, within the scope of its mission, to provide to citizens throughout Virginia access to the educational opportunities which best meet their needs. It is anticipated that headcount enrollments will continue to grow, but at a somewhat slower rate than in previous years. The System expects to continue serving a diverse student body which will include additional adults, women, and minorities.

Programs and services will vary to meet the different educational needs of students attending community colleges. To keep abreast of the statewide manpower needs of business, industry, government, and the professions, colleges will continue to modify, add, or delete the occupational-technical programs which are offered. The demand for instruction at locations throughout the service regions of the colleges will increase and community colleges will strive to make more effective use of community resources.

Virginia Military Institute

Lexington



History and Development of the Institution

The Virginia Military Institute was founded in 1839 as the nation's first state military college. It is now the last classic military college in the nation.

VMI cadets constitute a military corps, with the Governor as commander-in-chief. Today, VMI is a unique learning environment, the product of more than 140 years of refining its philosophy of educating citizen-soldiers, young men prepared for leadership roles in society and for military leadership in time of national need.

VMI is a fully accredited, state-supported four-year undergraduate military college for men. Approximately 55 percent of the cadets are residents of the Commonwealth, and all Virginia applicants who are academically and physically qualified are accepted for admission. The distinctive aspect of the VMI college experience is its challenging military program.

Academic majors at VMI lead to Bachelor of Arts or Bachelor of Science degrees in the general fields of engineering, liberal arts, and science. In addition, all cadets participate in Reserve Officers Training Corps programs established and maintained by the U.S. Department of Defense. Successful completion of the programs earns graduates armed forces commissions which must be accepted with an obligation for active duty.

Purpose of the Institution

The primary purpose of Virginia Military Institute is the thorough education of young men within a framework of military discipline and governance. It is a purpose unchanged from that set by the founders who said, "The military feature, though essential to its discipline, is not primary in the Institute's scheme of education."

In essence, the purpose is to combine the academic work of a full college curriculum and the exacting daily regimen of military discipline. The military atmosphere contributes to the Institute's philosophy of a broad and sound education.

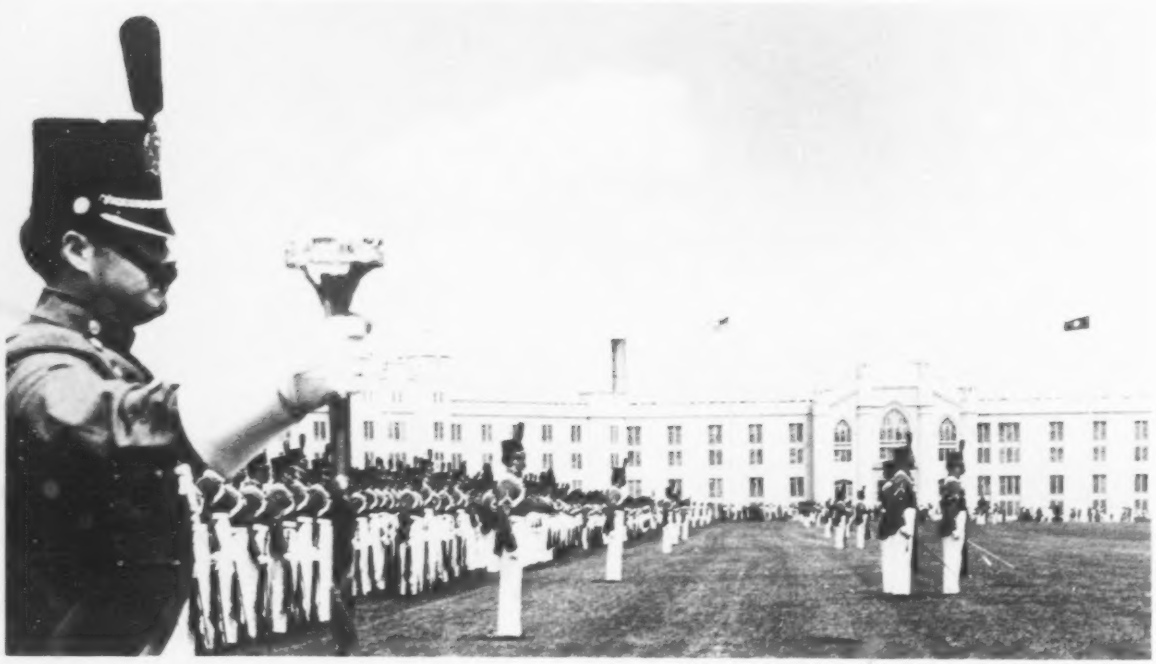
In order to emphasize the whole man, extracurricular activities are stressed. Programs ensure physical well-being for those not engaged in intercollegiate athletics, and club activities are limited only by the imagination and interests of the cadets.

Virginia Military Institute encourages applications from all qualified male Virginia high school graduates as well as from men throughout the other 49 states and the U.S. territories. Qualified foreign male students are also encouraged to apply.

Extent of the Institution's Mix of Instruction, Research, and Public Service

VMI gives academic instruction at the undergraduate level in ten degree programs from the general fields of engineering, liberal arts, and the sciences. All cadets must choose an officer training program associated with the Army, Navy, Marine Corps, or Air Force ROTC. Successful completion of the VMI program enables graduates to enter many civilian professions, the armed forces, or to continue their education at graduate, medical, and law schools.

The VMI Research Laboratories is the research arm of VMI for administering grants and contracts. The Laboratories' annual research volume



exceeds $50,000; about one-quarter of the faculty plus a number of cadets are involved in studies sponsored by federal and private grants.

As part of its public service commitment, VMI provides many academic, athletic, recreational, and physical training programs and facilities to the community. Through its continuing education program, all who are qualified are offered the opportunity to take courses for credit in the Summer Session and in the Evening College. Noncredit short-term courses and seminars are held annually for specific interest groups. Numerous cultural programs give support to VMI's academic efforts and, because they are open to the public, add substantially to the Institute's community service. Faculty and staff members serve on many community boards and committees.

The Institution's Future Directions to 1990

Believing that the uniqueness of the Virginia Military Institute lies, in part, in the close relationship which exists between instructor and cadet, VMI limits its enrollment. There are no plans to enlarge the Corps to such an extent as to destroy the effectiveness of the VMI training and academic programs.

Virginia Polytechnic Institute and State University

Blacksburg

History and Development of the Institution

Virginia Tech was founded in 1872 as a land-grant college under the provisions of the Morrill Act. The historic legislation provided that the land-grant endowment should support the teaching of the agricultural and mechanical arts and sciences, and all scientific and cultural studies related to "the liberal and practical education of the industrial class in the several pursuits and professions of life."

Over the past century, the University has evolved into one of Virginia's two comprehensive doctoral-granting research universities serving the Commonwealth and the nation. It is organized in seven undergraduate colleges—Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, Home Economics—in addition to the College of Veterinary Medicine, and the Graduate School. Some 12,000 applications are received each year for a freshman class of approximately 3,800 positions. The research program, which focuses on the advancement of scientific knowledge, is supported by nearly $41 million in state, federal, and other external funds. The University also has an extensive network of extension offices in the counties and cities of Virginia to disseminate useful information to the citizens of the State.

The Morrill act incorporated three fundamental concepts, revolutionary at the time but now basic to the national system of land-grant universities: 1) that higher learning should be made available to talented men and women regardless of economic class or condition; (2) that inquiry and instruction should be directed toward the end of knowledge for its own sake, as well as toward knowledge applied for the benefit of all; and (3) that the results of scientific inquiry should be immediately and broadly disseminated throughout society.

In addition to the influence of the Morrill Act, the distinctive character of the University has been further shaped by other federal legislation, particularly the Hatch Act (1877) establishing a network of agricultural experiment stations, and the Smith-Lever Act (1914) which created a Federal Extension Service in the U.S. Department of Agriculture. These principles were recognized by the Virginia General Assembly in 1966 with the establishment of the Research and Extension Divisions as statutory agencies of the Commonwealth.

Purpose of the Institution

The following statement has been developed by the faculty and approved by the Board of Visitors relative to the future development of the University:

> Virginia Polytechnic Institute and State University is a publicly supported land-grant institution, charged with responsibility for carrying out programs in teaching, research, and extension primarily for the benefit of the people of Virginia. . . . The University strives for excellence in fulfilling all three missions of a comprehensive land-grant institution. Achievement of these goals depends on concentrating efforts on those activities that the University is uniquely

qualified to pursue, and on effectively planning and adapting programs in teaching, research, and extension to the changing needs of society and to the University's evolving capabilities . . . Deserving high priority among the University's aims are attraction of the best potential students and increased emphasis on recruiting and developing faculty of the highest quality. Also crucial are enhancement of the intellectual atmosphere, continued improvement in instruction and extension programs, vigorous support of research and graduate studies, maintenance of critical standards in all areas, and provision of adequate support services.

Mix of Instruction, Research, and Public Service

Virginia Tech is fully committed to the three primary missions: instruction, research, and public service. More than half of the University's budget is allocated for instruction with the remainder divided between research and public service.

The Institution's Future Directions to 1990

The University believes that Virginia will be best served in the coming decades if Virginia Tech's energies and resources are focused principally on strengthening the quality of all of its programs. This conclusion is based on three premises: (1) qualitative improvement to the point of excellence in the University's instructional, research and extension programs must remain a primary goal; (2) thoughtful and continuing evaluation leading to decisions to initiate, eliminate, or strengthen specific programs in response to the changing needs of the Commonwealth is essential; (3) continuous encouragement of its component divisions to evaluate their respective missions and ensure that their purposes are compatible with the overall goals of the University.

The New Virginians

The University intends to continue its admission policy of giving Virginia students a high priority for its freshman and transfer positions. It also plans to maintain extension offices throughout the Commonwealth and to offer off-campus programs where needed, in cooperation with localities, the State Council of Higher Education and the regional consortia for continuing education. In addition, research to benefit the Commonwealth and the nation will continue to be a vital aspect of the University's mission.

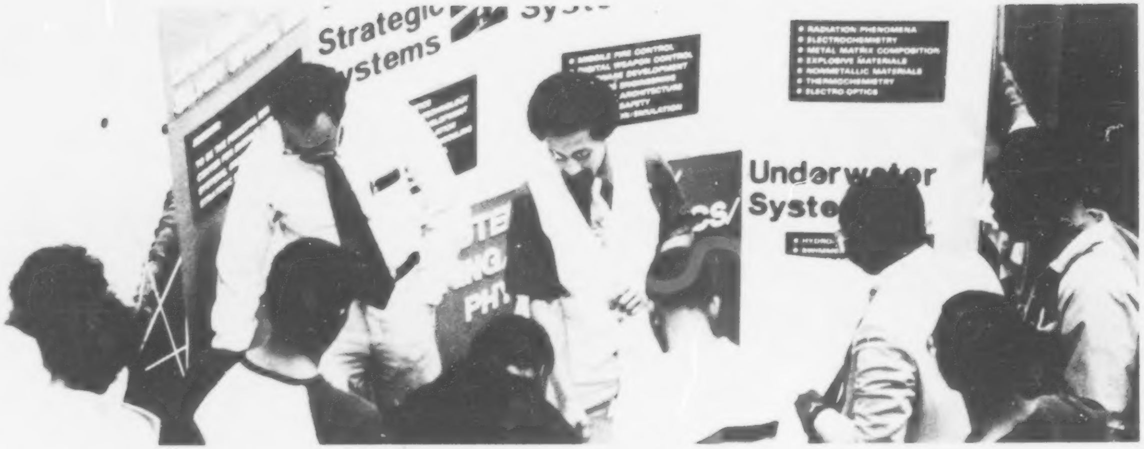
Virginia State University

Petersburg

History and Development of the Institution

Founded in 1882, Virginia State University has always been a coeducational institution and draws about 85 percent of its 4,500 students from within the state. The bill for the establishment of the Virginia Normal and Collegiate Institute, as the University was first named, was introduced by a black delegate, Alfred W. Harris. One of a half-dozen black legislators, Harris had his law office in Petersburg but lived in, and represented, Dinwiddie County in the General Assembly. The institution's Act of Incorporation, approved by the General Assembly on March 6, 1882, stipulated that the Institute should establish "a college, and such professional departments as the board of visitors may think expedient and proper"; that the curriculum in the college departments should include the higher mathematics and classics; and that the Institute should also include a normal department, not to exceed three years in length, to provide less than baccalaureate degree work. The institution was originally intended to provide educational opportunities to black Virginians, although its present purpose is to serve the entire population of the Commonwealth.

Early in 1883, a commission appointed by the Governor purchased for the Institute Fleet Farm, a tract of land northwest of Petersburg. On July 4, 1883, the cornerstone of the central building, known then as Main Building and later as Virginia Hall, was laid. On May 20, 1887, by amendment of the original Act of Incorporation, the General Assembly standardized the curricula of the normal and collegiate courses. On March 29, 1902, in an amendment to its 1887 action, the General Assembly eliminated the college department and changed the name of the institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute. The amendment also indicated that the course of study should embrace normal and industrial departments and such other departments as deemed best by the Board of Visitors. From 1872 to 1920, Virginia supported two land grant colleges: a state school, Virginia Polytechnic Institute and State University, and a private school, Hampton Institute. In 1920, the land-grant role was transferred from Hampton to Virginia State. Shortly thereafter the Board of Visitors restored the college department (1922) and by legislative enactment had the name changed from Virginia Normal and Industrial Institute to Virginia State College for Negroes (1930). By an act of the 1946 General Assembly, the official name of the institution became Virginia State College. It retained that name until the General Assembly changed it to Virginia State University in 1979.



Today, the University consists of seven schools: Agriculture and Applied Sciences, Business, Education, Humanities and Social Sciences, Natural Sciences, Continuing Education, and Graduate Studies. In addition to the bachelor's degree, it offers the master's degree and a post-master's (30 hours beyond the master's) advanced certificate program. The University has agreements with J. Sargeant Reynolds and John Tyler community colleges with regard to transfer programs in engineering technology and nursing. It cooperates with Virginia Commonwealth University in the health education, Master of Interdisciplinary Studies, and Master of Education in Developmental and Remedial Reading programs. It also cooperates with Old Dominion University in a five-year mathematics/engineering degree program.

The University designs its experiences to be responsive to the concept of an open admissions policy, and its strategies fulfill the needs of three distinct categories of students: (a) those who can move at an accelerated academic pace, (b) those who have adequate prior preparation and (c) those with academic potential but who are educationally deficient in their prior preparation.

Purpose of the Institution

Virginia State University is a multi-purpose, coeducation, land-grant, baccalaureate and graduate-level institution. It serves students who live on campus and those who commute. In the main, it serves students from Southside and Central

Virginia; however, others come from throughout the state, other states, and 17 foreign countries. As a land-grant institution, it is engaged in instruction, extension, and cooperative research programs.

Extensive continuing education activities are offered through an Evening Program, a Weekend Program, an Off-Campus Program, a Holiday Program, summer sessions, and non-traditional degree programs. Also, non-credit educational experiences are provided through conferences, workshops, short courses, seminars, and special programs. The University has a commitment to extend its research and teaching resources to meet the educational needs of the broader community, to meet the personal growth needs of individuals, and to provide learning experiences to persons engaged in the professions, industry, business, and public agencies.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University's objective is to promote and synthesize instruction, research, and public service. The primary emphasis at Virginia State University is on the function of instruction with the research and public service activities receiving major commitments through the institution's land-grant relationships and the School of Continuing Education.

The University engages extensively in research activities that seek resolutions to the problems facing society. For this purpose, it annually obtains external funding exceeding $4.7 million for the support of sponsored research activities.

Virginia State University is a moderate-size, comprehensive institution. It maintains close educational relationships among its alumni, friends, faculty, staff, and students. It seeks to motivate students to pursue self-directed learning, to offer traditional and non-traditional educational programs, to help residents in rural communities acquire skills necessary for them to improve conditions in their communities, and to establish and maintain relationships with lesser developed countries.

The institution currently offers 43 bachelor's degree programs, 24 master's degree programs, and the post-master's advanced certificate program. These programs are designed to provide its students with a basic liberal arts education supplemented with pre-graduate degree preparation, job-oriented skills essential for both public and private professions, and retraining opportunities for individuals whose job skills have become obsolete.

The Institution's Future Directions to 1990

Virginia State University will continue to serve Southside Virginia. Its enrollment will remain relatively stable, showing moderate growth as its programmatic thrust broadens to include a revitalized School of Agriculture and Applied Sciences. During the next ten years, the enrollment will increase by approximately 400 students. The University will enter the decade of the 1990's with a focus on new and innovative degree programs in Hotel Restaurant Management, Food Marketing/Food Industry Management, and Public Administration. International business studies will augment currently existing traditional programs within all business disciplines. The development of a post-baccalaureate degree in business administration, if approved, will highlight the wide variety of programs, consistent with the growing needs of tomorrow's world of work for professionals. The University intends to propose offering doctoral level programs and to provide opportunities in Southside Virginia for additional preparation and licensure in the professions, business, industry, engineering technology, human services, and nursing. Also, it will continue its strong traditional land-grant functions and programs in the liberal arts, sciences, and education.

Institutional Narratives-Independent Institutions

The Council of Higher Education has had a cooperative, productive relationship with Virginia's independent colleges and universities for the last ten years. The Council has administered a tuition aid program to reduce the tuition gap between public and private collegiate institutions; this program helps give students greater freedom of choice in selecting an institution. The 1975 General Assembly enacted legislation establishing a Private College Advisory Committee to the Council, mandating the Council to provide advisory services to private colleges and enabling private institutions to enter into contracts for services with State institutions and agencies. Finally, the independent institutions have been active participants with the Council and the state-supported institutions in the Federal Postsecondary Education Commission program, a means for bringing together for planning purposes all segments of the State's postsecondary community—public, private, and proprietary institutions—as well as citizens.

The Council's interaction with the independent colleges and universities will become increasingly important in the years ahead. As enrollments cease to increase rapidly and resources become more limited, it will be more clear that what happens in one segment of higher education ultimately affects the other segments. The Council believes that this will increase the interdependence of the colleges and universities within the State's total system of higher education.

Because the Council does not approve their degree programs or enrollment projections, the Council has not formally approved the independent institutions' narratives. Nevertheless, the Council believes that the inclusion of the narratives in the *Virginia Plan* is important for the future higher education planning efforts in the Commonwealth.

Averett College

Danville

Chartered in 1859, Averett is a coeducational college of arts and sciences. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 by adding a four-year baccalaureate degree program and making the college coeducational. Under its status as a senior college, Averett awarded its first baccalaureate degree in the spring of 1971. In 1977, Averett was authorized to offer a Master of Education, and a graduate program leading to this degree began in 1978.

Baccalaureate degrees are offered in the arts and sciences, as well as in the fields of public education, business religious life, and certain areas in the field of allied health professions. While research is encouraged, Averett's primary emphasis is on teaching and on creating a dynamic interaction between students and faculty, both within and beyond the classroom.

Averett's academic program is oriented toward the community. It serves as an educational and cultural center for the local community and the surrounding area. During the next ten years, the College anticipates strengthening the major programs already offered. In addition, the College is exploring the feasibility of establishing a baccalaureate program in nursing as well as in public relations. Also under consideration is a baccalaureate program in technology, an inverted program built upon community college technical degree programs. A degree program leading to a Master's in Business Administration is in the planning stages. The College seeks to offer a balance of liberal arts and professional career-oriented programs.

Approximately one-half of the total enrollment of 1,100 students lives on campus. Two-thirds of the present enrollment is female, although a more even distribution is anticipated in future years. Seventy-five percent of the students come from Virginia. The student body is drawn from a broad socioeconomic and cultural base; the College strives to provide the average student with a strong liberal arts background augmented by studies in career fields.

Bluefield College

Bluefield

Established in 1922, Bluefield College is a small, residential, coeducational four-year college of approximately 400 students with places its primary emphasis on teaching and personalized attention for every student. Affiliated with the Baptist General Association of Virginia, the College seeks to help its students realize their greatest potential for their religion, community, family, and themselves.

Bluefield College offers numerous terminal associate and bachelor degree programs. One and two-year terminal degrees are offered in business and secretrial work. Associate degree programs are offered in liberal arts, fine and applied arts, education, several medically related areas, and engineering. Majors leading to a bachelor's degree can be found in fine arts, English, applied education, and sacred music, and in religion and philosophy. Students interested in working toward a four-year degree can also major in business, engineering, history, social science, elementary education, behavioral science, psychology, and criminal justice. Secondary education courses are offered in a number of areas for those students seeking teacher certification. All Bluefield College programs are accredited by the Southern Association of Colleges and Schools.

At Bluefield College, the learning process is by no means limited to the classroom. The labs, library, athletic field, gym, and even the dorms are places where students find themselves involved in learning. Bluefield College offers students a strong intercollegiate sports program and a reputation for the nation's top men's National Little College Athletic Association all sports program. In addition, the scenic wonders of the nearby Appalachian Mountains are available for students to participate in overnight camping trips supervised by dedicated faculty members.

Bluefield College is approximately 52 percent male and 48 percent female, and is open to all students, regardless of race, religion, or national origin, who meet the admissions standards. Approximately 80 percent of the student body receives some sort of financial assistance.

Bridgewater College

Bridgewater

Bridgewater College was established in 1880 as Spring Creek Normal and Collegiate Institute. Nine years later the college was given its present name and was chartered by the Commonwealth of Virginia to grant undergraduate degrees. It is an independent college which has been affiliated with the Church of the Brethern since its founding. A college of liberal arts, it is coeducational and predominantly residential with an enrollment of approximately 900 students.

Bridgewater's primary academic objective is to be proficient in the teaching of social sciences, the humanities, and the natural sciences, rather than to offer specific technical or vocational training. Bridgewater is also concerned with assisting its students in their career planning and preparation; it is interested in their occupational competence and success; and it intends them to become both humane and proficient in their professions.

The College offers the Bachelor of Arts and Bachelor of Science degrees. While concentrating on a liberal education and development of the total personality, the College provides opportunities for students to develop proficiency in certain professional fields such as teaching, business administration, home economics, and social work. It also offers pre-professional educational opportunities for such fields as medicine, engineering, law, and the ministry.

The values of scholarship and personal contact between faculty and students are recognized at Bridgewater. The emphasis on the search for knowledge has encouraged student-faculty research, and an honors program for superior students has been developed. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1/16.

Bridgewater College was the first coeducational college in Virginia. The mission was then, and continues to be, that of providing young people with a well-rounded liberal arts, Christian-oriented educational opportunity with the expectation that its graduates can make significant contributions to the society in which they live.

Eastern Mennonite College

Harrisonburg

Eastern Mennonite College is a liberal arts college of the Mennonite Church. The College offers both Bachelor of Arts and Bachelor of Science degrees. Professional and pre-professional programs are emphasized. At present, a diploma is granted for completion of a two-year program, but plans for awarding associate degrees are being considered.

The seminary arm of the College offers the Master of Divinity and the Bachelor of Divinity degrees. Together, the College and the Seminary offer a two-year program leading to a Master of Arts in Religion. The College plans for a master's degree program for parochial school teachers.

Eastern Mennonite College serves the Mennonite Church and the broader Christian community, both by providing persons who will, through teaching and example, assist the church in the pursuit of its mission and meaning, and by demonstrating responsible stewardship in receiving and offering its material resources. In addition, EMC strives to guide students through academic disciplines which will enhance their abilities to read critically, think clearly, communicate effectively, and inquire persistently, and which will instill attitudes and habits for life-long, self-directed learning.

The College attempts to use its resources and to educate students who will, in turn, use their resources to improve the welfare of all human kind by working toward world peace, just social structures, and equality of access to the basic human necessities for life and dignity.

The College does not anticipate major changes in curriculum or program offerings. The enrollment in the teacher education program is expected to continue to increase and therefore there may be some expansion in this curriculum. The areas of chemistry and biology may also experience some growth. A major thrust will be the further development of the business program with significant enrollment increases in this area.

The College will continue to strengthen its liberal arts and humanities emphasis for all students; however, this is not expected to result in an enrollment growth in these areas. The major future emphasis will be on program quality, a professionally developing faculty, and adequate facilities and equipment for all programs.

Eastern Virginia Medical School of the Eastern Virginia Medical Authority

Norfolk

In 1964 the General Assembly created the Norfolk Area Medical Authority as the Body responsible for the development of the Eastern Virginia Medical School.

In 1975 the General Assembly changed the name of the Authority to the Eastern Virginia Medical Authority to reflect more accurately the regional support for the Eastern Virginia Medical School. The EVMS operates a regional, community-based medical education system using both private and public support and the resources of the community to forward its educational activities.

The Medical School is currently a three-calender year program leading to a Doctor of Medicine degree; conversion to a four-calender year program is planned for July, 1983. The major aim is to produce scientifically able, compassionate practitioners with a major emphasis in primary care.

At present there are 96 students per class. This number represents the most efficient class size for the medical school.

The Medical School also provides continuing medical education programs for physicians in Eastern Virginia and through the Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC) provides continuing health education programs for staff members of the 28 area hospitals now affiliated with EVIMEC. The Medical School does not plan to own or operate a hospital but, acting in partnership with the communities of Eastern Virginia, will develop further the existing clinical educational and service programs in this area.

In 1978 the Eastern Virginia Medical Authority was granted permission to offer master's and Ph.D. degrees as well as a joint program in clinical Psychology (Psy.D.). The joint program is offered by the College of William and Mary, Old Dominion University, and the Eastern Virginia Authority in association with Norfolk State University.

A similiar joint program at the Ph.D. level in biomedical sciences, using the resources of Old Dominion University and the Eastern Virginia Medical Authority, began in July, 1979. The Authority also offers a Master of Science program in Art Therapy and provides training sites for psychology interns.

In 1974 the Medical Authority organized the Eastern Virginia Graduate School of Medicine to oversee the post-M.D. residency training programs in the associated hospitals in Eastern Virginia. The Graduate School of Medicine now operates 17 different programs in 14 regional hospitals.

Currently over 850 members of the community have appointments to the faculty of the Eastern Virginia Medical School and are involved in curriculum development and its implementation at all levels of the medical education continuum.

Emory & Henry College

Emory

Emory and Henry College is a coeducational, liberal arts college granting the undergraduate degrees of Bachelor of Arts and Bachelor of Science. The numbers of men and women are approximately equal, with about three-fourths of the students living on the campus.

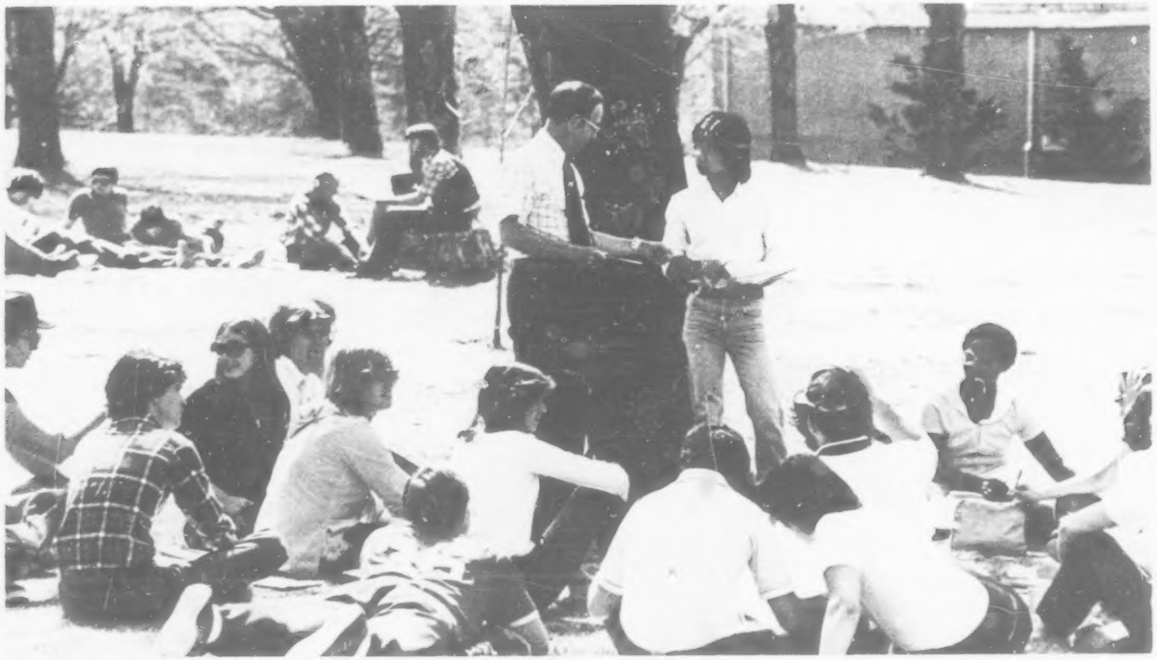
The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839, and since its founding has been related to the Holston Conference of the United Methodist Church. It is the oldest educational institution in Southwest Virginia and one of the few schools in the South which originally opened as a college and continued under its original name. Primary emphasis is on quality of instruction, with 80 percent of the teaching faculty holding earned doctorates. The location of the College affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and theater, all of which are open to the public. In addition, the College involves its faculty and students in regional programs of field study and research.

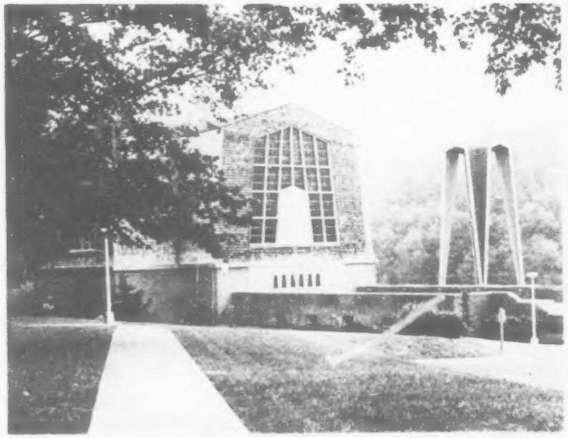
The Bachelor of Arts and Bachelor of Science degrees may be earned in 21 disciplines or a variety of interdisciplinary programs involving the humanities, social sciences, and sciences. Cooperative degree programs in engineering (with Tulane University, North Carolina State University, and Georgia Institute of Technology), in forestry (with Duke University), and in medical technology are also offered. Cultural enrichment programs, along with intercollegiate and intramural athletics and student-oriented recreational activities, complement the academic environment. The College's programs in teacher preparation are accredited under the "approved program" approach by the Virginia State Department of Education. This approval carries with it reciprocity agreements, through the National Association of State Directors of Teacher Education and Certification (NASDTEC) and through the Interstate Certification Contracts, with a total of 33 states.

Twenty-eight states and nine foreign countries are represented in the College's student body, with the largest number of students coming from Virginia, Tennessee, and North Carolina. The College intends to remain small and residential.

Ferrum College

Ferrum





Ferrum College, an accredited baccalaureate institution, received its charter in 1914 and was originally known as Ferrum Training School. At that time, it offered only elementary and secondary education but operated six branch schools in the Virginia mountains. In 1926 a two-year college department was added. As public education in the area improved, Ferrum became exclusively a two-year college in 1955. Ferrum College was awarded accreditation as a four-year institution in 1976. The College was organized by, and continues to be associated with, the Virginia United Methodist Conference.

Ferrum College is coeducational and residential. It currently offers programs for bachelor degrees in nine program areas. The College also awards the associate degree from its junior college program.

As a private college, 70 percent of Ferrum's activities are focused on instruction, 20 percent on public service, and 10 percent on research. Ferrum has a tradition of serving the community in which it is located and the Commonwealth of Virginia, and has expanded its service area into Appalachia and along the Eastern Seaboard.

One of the institution's emphases is to offer programs, leading to the associate degree, which may be easily transferred to other senior institutions. The academic programs offered at the junior college level are 20 percent in the career and professional area and 80 percent in the liberal arts.

The College offers baccaluareate degrees in nine program areas. They include environmental studies, religious studies, leisure services, public affairs and administration, small business enterprise, psychological studies, social work, educational theatre, and general agriculture.

Future expansion plans will focus on broadening course offerings and developing a variety of teaching methods.

Student distribution is projected to continue in a pattern similar to the past, with 90 percent of the students residing on campus and pursuing a full-time academic program. The institution plans to maintain a 50/50 balance in male and female students. Ferrum seeks to include a cross-section (youth and adults) of the regional population among its student population, as well as representation from all economic and ethnic groups. Special effort is given to the inclusion of economically and educationally disadvantaged persons. The current level of enrollment, 1,500 students, is expected to be maintained through the 1980's.

Hampden-Sydney College

Hampden-Sydney

Hampden-Sydney, a four-year liberal arts college for men, has been in continuous operation since January 1776. The College is committed to the belief that liberal education provides the best foundation not only for a professional career but also for the great moral and intellectual challenges of life. In this regard the institution emphasizes to its students that they should search for truth and should seek to develop an objectivity of thought, a sensitive moral conscience, a dedication to responsible citizenship, and an appreciation of the Christian faith.

The College offers the Bachelor of Arts and the Bachelor of Science degrees and prepares students for professional training in law, medicine, government, teaching, the ministry, and other career fields.

Basic to the success of the College's program is the faculty, 90 percent of whom hold earned doctorates in their fields. The student/faculty ratio is 13/1, and the average class size is 20 to 25. While the College places primary emphasis on teaching skills, faculty research is encouraged as an aid to improving the quality of teaching.

About 62 percent of Hampden-Sydney's 770 students, all men with the exception of exchange students, are from Virginia. The College is actively recruiting students from broader geographic, ethnic, and cultural backgrounds.

Hampton Institute

Hampton

Hampton Institute was founded in 1868 by Samuel Chapman Armstrong, a 27-year-old Union Brevet Brigadier General who sought to provide "an education for life" for former slaves. A small, private, residential, coeducational, liberal arts college, Hampton offers educational opportunities to qualified students regardless of race, color, creed, sex, or extent of handicap.

The College is organized into five undergraduate schools and a division of Graduate and Continuing Studies. The undergraduate schools are: Arts and Letters, Business, Education, Nursing, and Pure and Applied Sciences. The Graduate Division offers the Master of Arts and the Master of Science, which may be earned in the following areas: administration, communication disorders, elementary education, guidance and counseling, secondary education, and supervision (Master of Arts); biology, communication disorders and nursing (Master of Science). Among the new curricular program thrusts are a major in marine science, an M.B.A. program in business, a Scientific Research Center, a continuing education program, and a program which will concentrate on building trades to prepare students as teachers as well as skilled workers.

Top priority is given to good teaching at Hampton Institute, which has a faculty-student ratio of 1/15. Hampton remains faithful to its traditional commitment of coping with the problems of educating students whose academic and personal growth, potential and promise may have been inhibited by lack of economic, social, and educational opportunity.

The student body is composed of men and women from 40 states and seven foreign countries. There are 221 faculty, 42 percent of whom hold the doctoral degree.

The College's 204-acre waterfront campus, affectionately known by students and alumni as their "home by the sea," is designated as a National Historic Landmark.

Hollins College

Hollins

Founded in 1842, Hollins is an independent, nondenominational college for women dedicated to a liberal arts program of the highest quality.

The College was founded 140 years ago to give young women "the same thorough and rigid mental training as that afforded to young men." More than a century later, Hollins reaffirmed its determination to remain a college for women and strengthened its commitment to providing excellent education for women in today's world.

The College awards the bachelor of arts degree in 35 fields and the master of arts degree in English and creative writing, psychology, liberal studies, and theatre arts. Particular emphasis is placed on business and economics, English, the sciences, and art and on such non-traditional areas as Russian studies, statistics and film.

The 850 undergraduates reside on the 450-acre campus, located a few minutes from downtown Roanoke. Classes are small, with a student/faculty ratio of 10/1. Students come from 40 states and the District of Columbia and such foreign countries as the People's Republic of China, India, Sweden, Kenya, Malaysia, and Saudi Arabia.

Students take four courses during the two 12-week terms and have a four-week term in January and Febrary for career internships, independent studies, and special courses.

Through the college's Hollins Abroad London and Hollins Abroad Paris programs, 120 students live and study abroad each year.

Institute of Textile Technology

Charlottesville

The Institute was established and is maintained exclusively for educational, scientific, and literary purposes. Its three principal objectives are: to train individuals at the graduate level in the fundamental sciences and in textile technology; to conduct research on textile materials and processes; and to maintain a library and information service to keep the scientific community informed of technological developments throughout the world in textiles and related fields.

Each member company of the Institute provides financial support to the organization and appoints representatives to the Technical Advisory Committee, composed of textile industry executives and technical personnel who meet twice a year with the Institute faculty.

For acceptance into the graduate school of the Institute, a student must be awarded a fellowship. Approximately ten of these are awarded each year to students who major in the physical sciences, mathematics, or textiles and have an interest in textile careers. The granting of degrees depends not only on credits for academic courses, but also upon demonstrated research ability and satisfactory completion of an approved thesis project plus the knowledge gained from practical experiences in the textile industry. Normally in this program the student will devote one-half of the time to formal classes and the remaining one-half to research. Periodically, fellowships are granted for study at the doctoral level.

The Institute of Textile Technology is a tax exempt, educational, scientific and literary organization supported by textile companies located throughout North America. Chartered in 1944, it was located in Charlottesville in order to have access to the textile industry in the Southeast and New England, as well as the Canadian textile industry, and so that it could utilize the various resources of the University of Virginia. The Institute offers the Master of Science degree, a two-year program, and the Doctor of Philosophy degree. The Institute is unique, with a very small, selective enrollment and a primary mission of advancing the knowledge base with respect to textiles and related fields. It will continue to remain small and selective.

Liberty Baptist College

Lynchburg

Liberty Baptist College, founded in 1971, is a coeducational liberal arts college offering the Bachelor of Science degree. The enrollment in Fall, 1981, was 3,291.

The college emphasizes scholarship in an environment of fundamental Christianity. The curriculum is action-oriented. Each student has many opportunities to use in a practical way the knowledge obtained in the classroom.

The campus is approximately 4,000 acres. A building program began in 1977. As the student body increases, additional buildings will be constructed to accommodate all of the necessary support services.

Accounting, business administration, business education, executive secretarial science, drama, drama education, English, English education, speech oral interpretation, speech-public address, speech-pathology, speech education, elementary education, physical education, applied music, music education, sacred music, biology, biology education, mathematics, mathematics education, Christian ministries, missions, pastoral studies, youth, history, history education, psychology, political science, television, radio, and film are the majors available at Liberty Baptist College. Feasibility studies concerning the possible addition of home economics and nursing are underway. As the interests of the student population reach into other areas, they will be explored for possible program development.

Lynchburg College

Lynchburg

Lynchburg College is a senior, coeducational, nonsectarian liberal arts college related to the Christian Church (Disciples of Christ). Located in the City of Lynchburg, it draws students from a wide geographic area. The College was founded in 1903 as Virginia Christian College, and in 1919 the name was changed to Lynchburg College. Although primarily an undergraduate institution offering general education in the arts and sciences, the College also has a graduate program offering master's degrees in three major areas. The graduate program primarily serves students who work in the city and surrounding counties, as well as students who take courses on a part-time basis.

Lynchburg expects to remain a small college offering baccaluareate degrees in the arts and sciences and the master's degree in three areas. A school of business offers graduate and undergraduate programs and short courses for the business community through an Institute of Management. Teaching is the primary responsibility of faculty members. Research, writing, and community service are encouraged but not required.

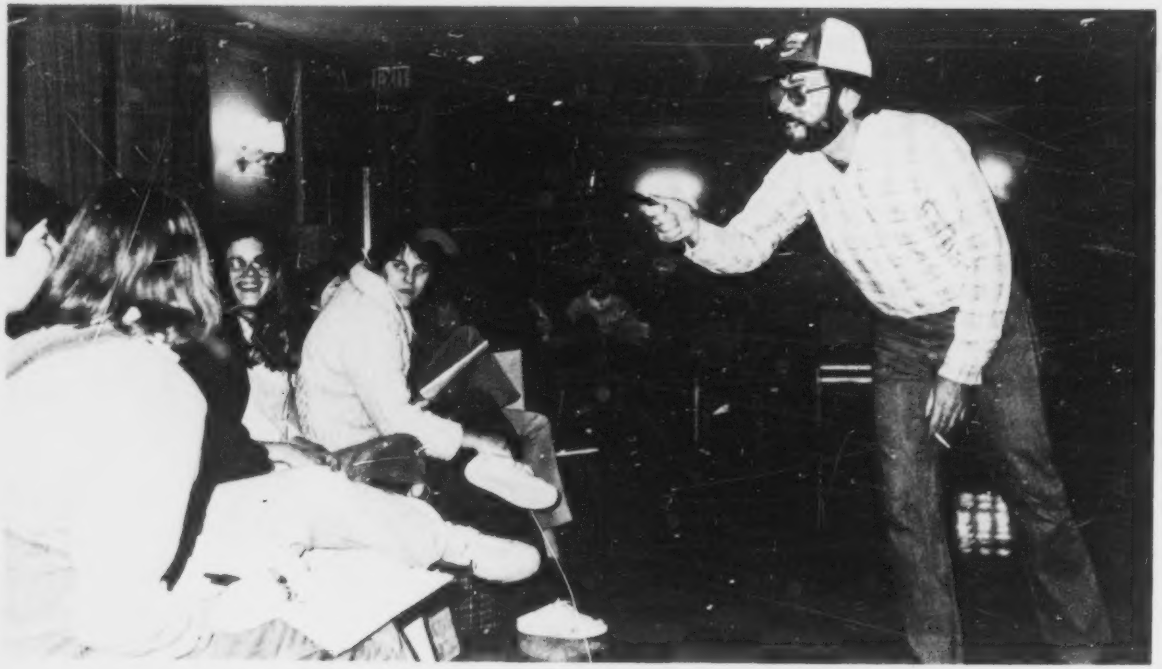
Major programs are offered in arts, sciences, and applied studies fields: area studies (American); biological sciences; accounting and business management; education, including elementary, secondary, and special education; fine and applied arts; foreign languages; health professions (nursing, health sciences, and pre-medical and pre-dental); letters; mathematics; health and physical education, and recreation; physical sciences; psychology; social sciences; relgious studies; and health services (medical technology). New programs are being introduced in speech communication and computer sciences, and within the next five years the college expects to introduce a program in music therapy. A 3-2 program in engineering is offered in cooperation with the Georgia Institute of Technology and Old Dominion University. The master's degree is offered in education, business administration (management control, industrial management, personnel management, and public administration), and physics (physics, communication theory, and nuclear). Under a 3-2 program in the School of Business, a student may qualify for both the B.A. and the M.B.A. The Education Specialist degree is offered in counseling, special education, and educational leadership.

Under the "Lynchburg Plan" of general education, students may choose to meet basic general education requirements under a "General Option" based upon a traditional pattern with added flexibility, or a "Thematic Option" under which the student chooses a theme based on courses drawn from the humanities, social sciences, and natural sciences. Themes being developed include such examples as the following: American studies, environmental studies; the nature of humanity; language arts; science, technology and human values; humanity in society; European studies; humanity and the imagination; war and peace; women's studies.

About 55 percent of the students enrolled are from Virginia. Out-of-state students are mainly from the Middle Atlantic states, New England, and Florida. This distribution is expected to continue within the foreseeable future. Electing to remain a small college, Lynchburg College does not plan an appreciable expansion of its present enrollment consisting of 1,683 full-time students, 1986 part-time students and special students, and 591 graduate students. There is dormitory space for 1,224 students, about three-fourths of the full-time undergraduate enrollment.

Mary Baldwin College

Staunton



Mary Baldwin College, a liberal arts college for women related to the Presbyterian Church, U.S., offers the Bachelor of Arts degree. Founded in 1842 as Augusta Female Seminary in Staunton, it became a junior college in 1916 and a four-year college in 1923, at which time the name was changed to Mary Baldwin College.

The emphases of the institution are on instruction and the preparation of women of all ages for responsible societal roles. The educational program in the liberal arts is designed to foster learning which will lead to flexibility of mind and strength of values and provide the foundation for future careers, professions, and positions of leadership. Students may earn a degree under one of two general methods or programs. The first is the traditional, four-year liberal arts program designed primarily for the residential student who has just attained college age. This program provides a flexible curriculum which makes possible many options in designing a major and in forms of learning which, in addition to regular classes, include independent study and experiential learning projects under faculty guidance. A short May term is used for concentrated study in one area, as well as for off-campus field instruction.

The second program, the Adult Degree Program, is designed to meet the educational needs of adults. The program, which began in 1977, is a non-residential, individualized degree program which permits a student to work independently at her own pace and at a location that best suits her study plan and life circumstances. The learning contract method of instruction is used. Contract activities may include course work, independent study, correspondence courses, or a combination of these activities. The college assesses and gives credit for the college-level learning a student has acquired prior to admission to Mary Baldwin through the prior-learning portfolio process.

The student body of approximately 840 students is drawn primarily from the geographic region east of the Mississippi, with the majority from the Virginias, the Carolinas, Georgia, Florida, Texas, New Jersey, and Maryland. Approximately 80 percent of the student body is residential and enrolled in the degree program. Ten percent of the total are off-campus students enrolled in the Adult Degree Program. Enrollment is expected to increase in both programs during the next few years.

Faculty are appointed on the basis of teaching ability, as well as scholarly credentials. Fifty-four of the 72 faculty are full-time, with two-thirds holding the highest degree in their field.

Marymount College of Virginia

Arlington

Marymount College of Virginia is an independent college for women which enrolls more than 800 students in undergraduate programs. Programs at the master's level are coeducational. The College is located in residential Arlington within sight of Washington landmarks. Its 17-acre campus includes residence halls, a student center housing a gymnasium and swimming pool, a library, and several academic buildings.

The College began with an initial class of thirteen students when it was founded in 1950 by the Religious of the Sacred Heart of Mary. Originally the College was owned by Marymount College in Tarrytown, New York. In 1960 it was incorporated as an independent, non-profit Virginia corporation. Beginning in 1968, changes were made to its bylaws and charter effecting transfer of its broad leadership to lay persons. At present it is governed by a 25-member board of directors which includes alumnae, attorneys, bankers, business men and women, civil servants, and educators.

Marymount offers the M.B.A., M.Ed., B.A., B.B.A., B.S., B.S.N., A.A., and A.A.S. degrees in conventional and time-shortened study cycles. Part-time cycles, evening study, and full summer programs are also offered. The College seeks a national enrollment. Currently students are enrolled from 28 states and 27 foreign countries. Virginia residents comprise approximately 51 percent of the student body.

Undergraduate programs are offered in 25 fields with the master's degree offered in business and education.

National Business College

Roanoke

Famous Amos

National Business College was founded in Roanoke in 1886 and has been located at its current location in the center of the city since 1916. National is a privately owned, independent, coeducational junior college. The College offers academic degrees at the Associate level with emphasis on business career disciplines. The College is accredited by the Accrediting Commission of the Association of Independent Colleges and Schools. Residential students comprise 30 percent of the student body.

The institution's physical facilities consist of a main academic and administrative building; a men's residence facility housing 80 men; a 250-capacity women's residence hall, which includes a cafeteria; a student leisure center; two additional classroom facilities at Lynchburg and Martinsville; and an extension center in Charlottesville. Expansion of the Roanoke academic facility is planned.

The College functions as two schools—Business Administration and Secretarial Science—with 11 degree programs and eight diploma courses. Major areas of study leading to the Associate in Arts degree include Accounting, Management, Marketing, Computer Science, Real Estate Management, Finance, Fashion Merchandising, Secretarial Science (Legal, Medical, and Executive), and Court and Conference Reporting.

As a collegiate institution, National strives to develop each student intellectually, culturally, and socially while still emphasizing preparation for well-defined fields of employment.

National attracts students primarily from the tri-state area of Virginia, North Carolina, and West Virginia, although 65 percent are from Virginia. In addition, many other eastern seaboard states, as well as several foreign countries, are represented in the student body. There are equal numbers of men and women students. Racial minorities constitute 35 percent of the student body.

A strong emphasis is placed on adult and continuing education. In fact, approximately 30 percent of the students enrolled have families and are employed full-time. A special effort is made by the institution to meet the educational needs of these students.

In the future, National Business College will strive to stay abreast of changing career needs. Additional program areas will be added as the employment opportunities develop. Institutional studies of paraprofessional and administrative careers in the legal, medical, and dental professions are being conducted. Current programs offered will be evaluated for their suitability in matching the career goals of the individual students and the employment needs of society.

Presbyterian School of Christian Education

Richmond

The Presbyterian School of Christian Education was established in 1914 by the General Assembly of the Presbyterian Church, U.S., for the purpose of preparing men and women for key roles of leadership in Christian education. The school offers the Master of Arts degree and is a fully accredited graduate professional school with an ecumenical faculty and a student body from more than twenty denominations, 21 states, and nine foreign countries.

PSCE provides courses in Bible, theology, educational theory and practice, ethics, church history, pastoral care, recreation, youth ministry, early childhood education, human development, and folk dancing and camping. A new program in church music and Christian education has been inaugurated for persons seeking to combine a ministry in music with an educational ministry in the local church.

In addition to the regular two-year degree program, the school offers training through an extensive continuing education program, a large summer school, and the new Center on Aging, which trains congregational leaders, professional, and laity to serve the needs of older persons.

PSCE is clustered with Union Theological Seminary and the School of Theology of Virginia Union University to form the Richmond Theological Center, the purpose of which is to provide students with a more relevant preparation for contemporary ministry.

Protestant Episcopal Theological Seminary in Virginia

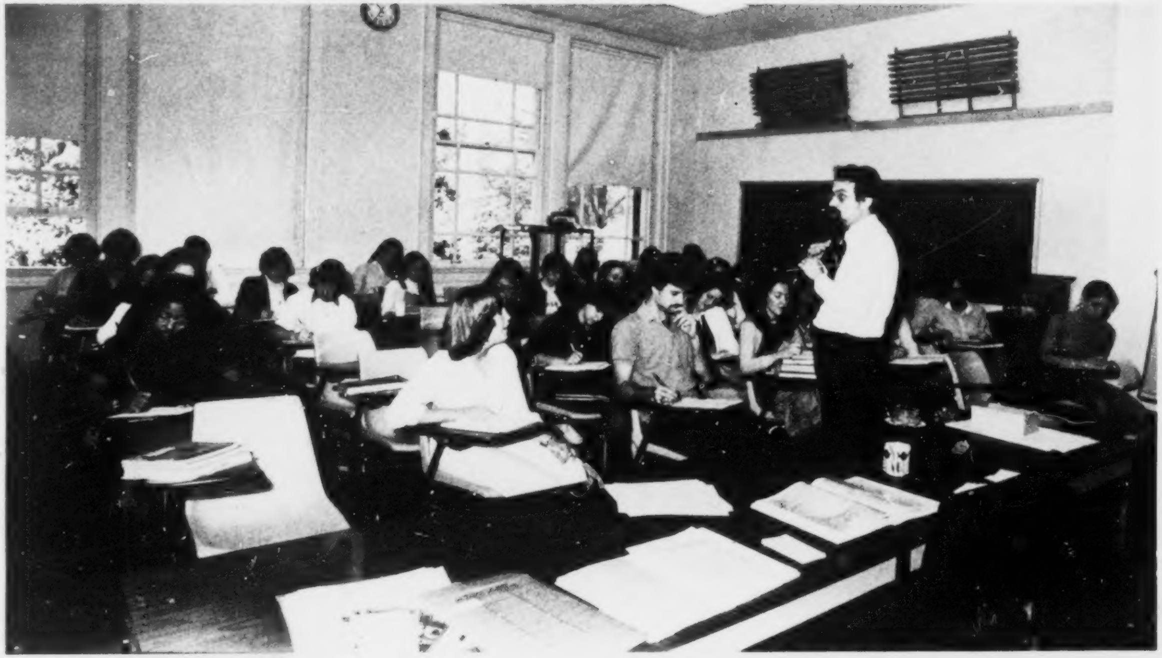
Alexandria

The Protestant Episcopal Theological Seminary in Virginia was founded in 1823 to educate men for the ministry. It now seeks to prepare both men and women for leadership, either as clergy or lay people, in the church and the world. The Seminary offers programs leading to the degrees of Master in Divinity, Master in Theological Studies, and Master in Sacred Theology.

The Seminary is a residential, co-educational theological school of the Episcopal Church providing theological education for individuals interested in preparing for the ministry or other areas of service to the church. The wide variety of required and elective courses in the curriculum demands a diversity of teaching methods. At the same time independent work by students under supervision of faculty members is encouraged. Field education, required of all students, involves both students and faculty in a diversity of public service activities.

The Seminary has maintained a center for continuing education since 1967 for the "mid-career" training of individuals. The Seminary is a member of the Washington Theological Consortium. This consortium is intended to increase cooperation in theological education in order to take advantage of the resources of the Washington metropolitan area.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The College has a commitment to serve the needs of adults as well as traditionally aged students. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.



Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

Randolph-Macon College

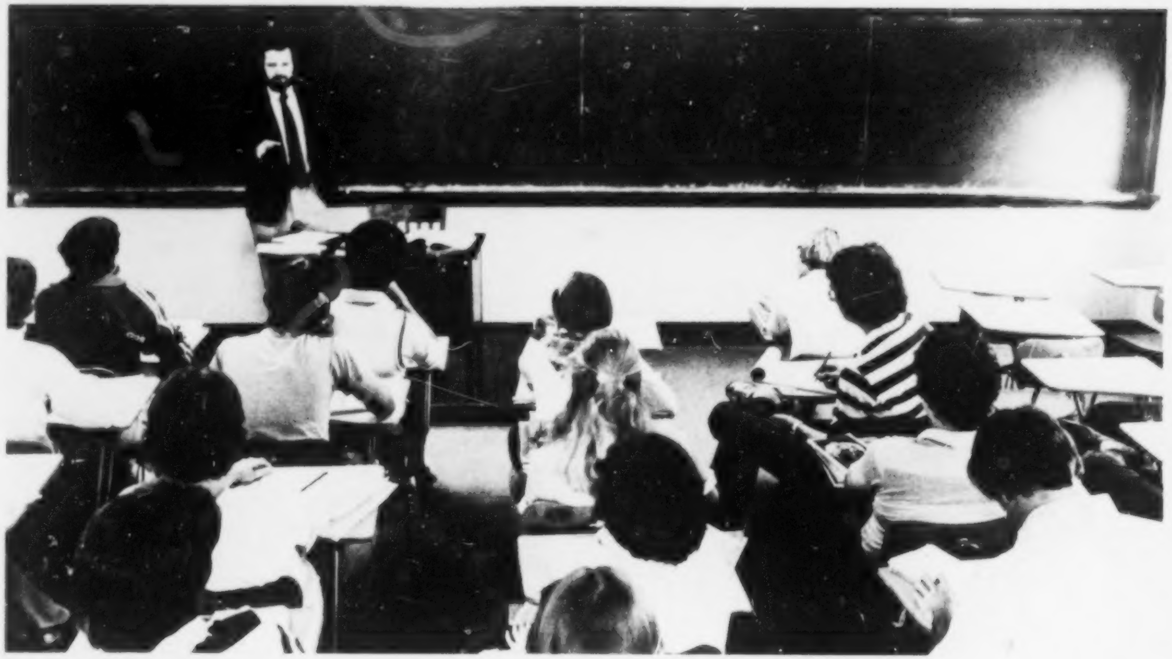
Ashland

Randolph-Macon College, founded by Methodists in 1830, was chartered by the General Assembly of Virginia that same year. For over 140 years it was a college for men, but in 1971 it became co-educational.

The College is a small, independent, liberal arts institution, and continues to be Church-related. Offering both the Bachelor of Arts and the Bachelor of Science degree, it emphasizes not only traditional academic values but also the importance of the encounter between students and instructors both in and outside the classroom. Students become involved in research through programs of independent study, senior projects, and the May term.

Seventeen academic majors are available as well as opportunities for interdisciplinary and independent study. An approved program for teacher certification in Virginia is offered. An internship program provides opportunities for integrating academic and work experiences.

The College is primarily residential. Women students comprise 40 percent of the student body, a ratio which is expected to remain constant.



Randolph-Macon Woman's College

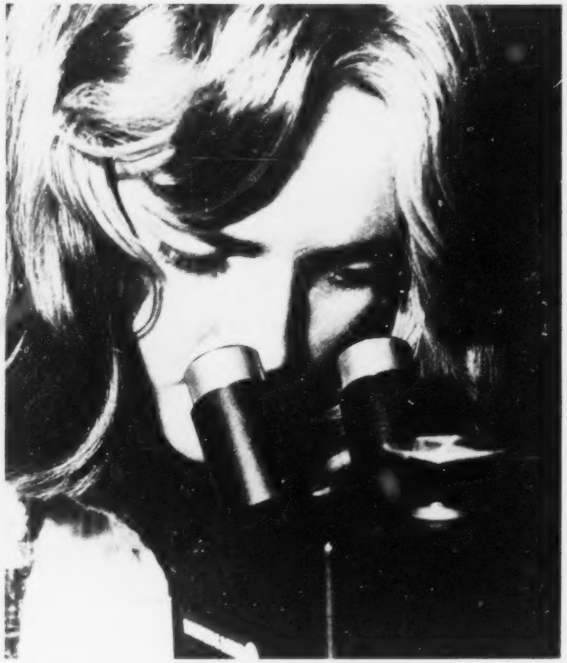
Lynchburg

Randolph-Macon Woman's College is an independent, four-year liberal arts college for women. Affiliated with the United Methodist Church, it was founded in 1891 under a charter granted in 1830 to the original Board of Trustees of Randolph Macon College for Men. Since 1953, the College has had its own governing board of trustees.

The College offers a curriculum which includes study in the humanities and fine arts, the social sciences, and the natural sciences; this curriculum leads to the Bachelor of Arts degree. It also prepares students for certification as teachers at the elementary and secondary levels. At present there are no definite plans to offer graduate programs.

At Randolph-Macon Woman's College, the faculty devote themselves primarily to instruction. They are also continually involved in research directed primarily toward an enrichment of classroom teaching but frequently resulting in the publication of findings. Public service is rendered through an array of cultural activities, most of which are free to the public. In addition, the College offers continuing education courses for citizens of the community. Plans are underway for cooperation with the Woman's Resource Center of Lynchburg for more extensive educational service to women in the area.

The College offers courses in most of the traditional liberal arts areas. Interdisciplinary majors are offered in about ten programs, as well as majors in approximately 25 different areas of the liberal arts. Among the unique educational opportunities of the College is the Junior Year Program at R-MWC's Center at the University of Reading in England. Recent program additions include majors in medical technology, international relations, and communication, plus minors in computer science and business. These curriculum changes reflect R-MWC's desire to be responsive to increasing career opportunities for women while remaining basically a liberal arts college. This sense of mission is supported by the College's Career Development Center and by an experiential learning program. Other similar programs may be added depending upon financial resources and the needs of students.



Randolph-Macon welcomes students from the entire United States and from many foreign countries; the majority come from the southeastern United States. Virginians constitute the largest single group, and this pattern is expected to continue. The College will continue to function as an institution primarily for women students. Men are eligible to take courses, but they are not admitted as degree-seeking students in the regular B.A. program. Women of non-traditional college age are encouraged to continue their education through the College's "Prime Time" program. Special support services help to make the transition into higher education easier for these students whose education has been interrupted.

The College now serves a wide range of socioeconomic groups. This diversity is made possible by an extensive program of financial aid. Students are required to live on campus unless living at home or with a spouse. It is expected that the number of part-time students will increase to a figure slightly above the present count, which is approximately 10 percent of the total enrollment.

Roanoke College

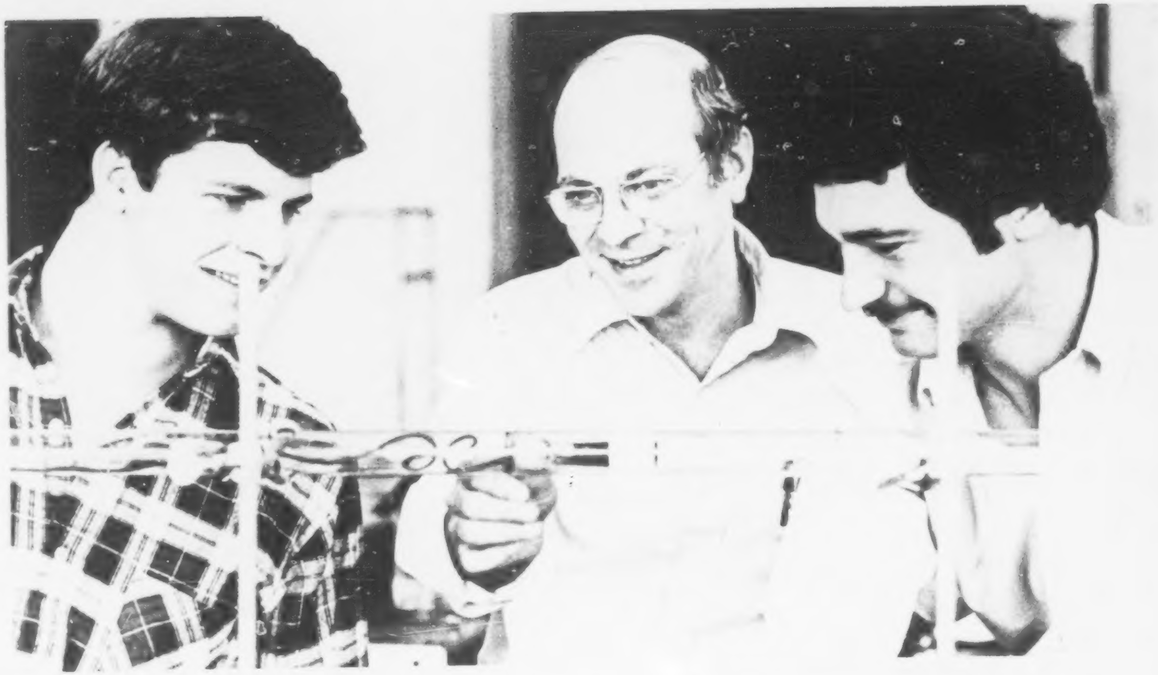
Salem

Roanoke College was founded near Staunton in 1842 by two pioneer Lutheran clergy, David F. Bittle and Christopher C. Baughman. Originally known as the Virginia Institute, the school was chartered in 1845 and moved to Salem in 1847, when it was renamed the Virginia Collegiate Institute. In 1853 the Virginia legislature granted the institution a charter as Roanoke College, raising it to the rank of a college. The college remains affiliated with the Lutheran Church in America.

Since its beginning the College's courses of instruction have been basically in the liberal arts. As a coeducational, baccalaureate level institution with approximately 1,250 students, Roanoke College has a resident student body of approximately 900. Another 300 full-time students commute, while the remainder are part-time. Slightly more than half of all students enrolled are Virginians. Most of the others come from states north and east of Roanoke. Large student populations come from Maryland, Pennsylvania, New Jersey, and New York.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees. Although the College has explored the possibility of offering work at the Master's level, no shift in that direction is likely to occur within the next five to ten years.

There are currently 23 majors offered; they are administered through 11 different departments. In addition to majors in most of the traditional liberal arts, several interdisciplinary majors are offered (International Relations, Criminal Justice, Urban Studies) plus several in more specialized areas, such as elementary education and health and physical education. In cooperation with local hospitals, students can pursue studies in Medical Technology and Radiologic Technology and can receive a B.S. degree with a major in Nursing. The College maintains a strong undergraduate emphasis in the natural sciences and in mathematics and statistics. In the social sciences, students combine strong academic preparation with internship possibilities. New undergraduate courses in social work are being introduced, and a Center for Community Research is being projected; the Center will increase student as well as faculty involvement in community projects. A Humanities Enrichment Program is underway, with strong financial backing from the National Endowment for the Humanities and private sources, bringing to the campus visiting professors and outstanding lecturers. With the completion of the F.W. Olin Hall in 1977, the College is giving increasing emphasis to new majors in the



Fine Arts. Current plans are to continue with the 4-1-4 calendar and to strengthen the January Interterm. Plans are also underway to develop computer applications in a wide range of courses.

An extensive cooperative relationship with Hollins College has been developing over the years. Students may cross-register at the other college during regular semesters. In some majors, such as German, students may complete the program requirements only by taking courses at the other college. Also, Roanoke's facilities are used to provide courses leading to the Master's In Business Administration offered by Lynchburg College. A career counseling consortium is presently operating with the joint sponsorship of Roanoke College, Hollins College, Virginia Western Community College and the area public schools. In addition, Roanoke belongs to the Western Region Consortium for Continuing Education.

The College does not anticipate any programs being offered outside the Roanoke Valley. The continuing education effort is growing steadily, and short term programs and summer educational opportunities are being designed for special groups in the area. A greater emphasis is being placed on programs for older adults.

Roanoke College is primarily a teaching institution. Research and public service on the part of individual faculty members are encouraged, but not at the expense of teaching. Research efforts by faculty remain modest; the amount of research directly funded from outside sources in any given year does not usually exceed $50,000. The major grant programs of the College are focused on the improvement of undergraduate teaching and faculty development. An effort has been made to make the new Olin Hall an artistic and cultural center for the Roanoke Valley and for Southwest Virginia, both in the arts and humanities. In addition, it is anticipated that the projected Center for Community Research, which will focus particularly on policy evaluation, will provide a needed service for the Roanoke area.

Roanoke College plans no major modifications in instructional purpose or function in the next decade. Enrollment is now near capacity and is expected to remain stable. No new degree program and few new majors are anticipated in the near future; instead, a consolidation and strengthening of existing programs will be undertaken.

Saint Paul's College

Lawrenceville

In February, 1883, a parochial school was organized in the Vestry room of a small frame chapel in Lawrenceville in Brunswick County, Virginia. Soon the quarters of the parochial school became too small for the increasing enrollment, and a three-room structure was built to accommodate the increasing population.

Saint Paul's College, as it currently exists, emerged from this humble beginning. From the Saint Paul's Normal and Industrial School (1888) to Saint Paul's Polytechnic Institute (1941) to Saint Paul's College (1957), the institution grew. The college places strong emphasis upon building Christian character. Although operated under the auspices of the Episcopal Church of America, the formal resolution of the Board of Trustees, the college is open to students and teachers of all denominations and races.

As a liberal arts college, it seeks to develop an intellectual atmosphere in order to meet the broad range of needs of persons who seek admission. In addition to providing the best possible learning environment for its students, the College offers a scope of activities designed to anticipate and to fulfill the intellectual, cultural, and social needs of its community, both local and extended. Also, the college is committed to innovative approaches in the teaching-learning setting that broaden the educational horizons for persons whose intellectual capacities demand program flexibility.

The college, with its five departments, offers the degrees of Bachelor of Arts in English, history, political science, and sociology. The Bachelor of Science degree may be obtained in the areas of biology, business administration, office administration, mathematics, and general studies. The Bachelor of Science in Education degree is available in biology, business education, elementary education (K-3 or 4-7), English, general science, mathematics, and social science.

The student body shows a geographical distribution of approximately nineteen states and seven foreign countries. The north-south boundary of the states represented in 1980-81 extended from Massachusetts to Florida and the east-west boundary from Maryland to Illinois. Texas in the southwest and Colorado in the Rocky Mountain area were also represented.

The capable cadre of instructors represents thirty-four of the nation's leading colleges and universities. Forty-two percent of the faculty hold the earned doctorate. Sixty active memberships in the nation's leading professional organizations are held by the members of the faculty.

In the age of a highly complex technological society, each member of the Saint Paul's College community has an invitation and an obligation to strengthen the links in the development of an expanding network for the improvement of the quality of life.

The total resources of the college are committed to the development of students who will be equipped to live effectively in a global society.

Shenandoah College and Conservatory of Music

Winchester

Shenandoah College and Conservatory of Music is a United Methodist-related, four-year college located in the Shenandoah Valley.

It was founded in 1875 in Dayton, Virginia, and moved to Winchester in 1960. The Winchester campus includes 45 acres with ten modern buildings. Shenandoah offers two-year associate degree programs in nursing, respiratory therapy and piano technology. It offers four-year baccalaureate programs in music composition, music education, music management, music theatre, music performance, music therapy, philosophy-religion, psychology-education, recreation therapy, biology, chemistry, church music, dramatic theatre, elementary education, English, history, management, and mathematics.

Shenandoah's strengths since 1877 have been and continue to be its programs in music, health sciences, business, and general education.

Recent expansions in the academic programs at Shenandoah include baccalaureate curricula in nursing, respiratory therapy and dance education and an associate degree in equestrian studies. In addition, the College now offers graduate instruction at the Master's degree level in business management and music education.

Shenandoah emphasizes career education but also intends that its graduates be prepared to pursue graduate study; that they be discerning, effective citizens and creative leaders; and that, having independent learning capabilities, they be desirous of continued intellectual growth.

Shenandoah emphasizes a close student-teacher relationship. The student/teacher ratio is 8/1. The current student population of under 1,000 is about evenly divided between men and women who come from all social and economic levels. Over 60 percent of Shenandoah's students receive financial aid.

Shenandoah enrolls approximately one-third of its students from within a radius of 60 miles. Another third of the enrollment comes from Virginia and the surrounding tri-state area of West Virginia, Maryland, and Pennsylvania.

Shenandoah is a member of or accredited by a number of regional and professional associations, including the Southern Association of Colleges and Schools, the National Association of Schools of Music, the National League for Nursing, the Council on Education of the American Medical Association, the Virginia State Board of Nursing, the University Senate of the United Methodist Church, the National Association for Music Therapy, the National Association of Intercollegiate Athletics, the Association of American Colleges, and the National Association of Independent Colleges and Universities.

Southern Seminary Junior College

Buena Vista

Founded in 1867 as the Home School for Girls, Southern Seminary Junior College is now a private two-year college with an enrollment of 237 women. It is nonsectarian. The College, committed to continuing as a women's two-year institution, offers three kinds of programs: a liberal arts program; curricula in occupational education, general studies, and fine arts; and a Junior College Certificate. The institutional emphasis is on instruction in educating its students in intellectual, physical, social, and spiritual values.

The College offers majors in the liberal arts leading to the degree of Associate in Arts, and majors in merchandising, interior design, secretarial science, animal science, pre-nursing, early childhood development, physical education, and general studies leading to the degree of Associate in Science. The Associate of Fine Arts degree is offered to students majoring in art, drama, or music. A Certificate in Horsemanship may be combined with other degree programs. Students not selecting a degree program may earn the Junior College Certificate.

Southern Seminary expects to remain a small, women's junior college and to keep its offerings sufficiently flexible to meet the demands of a wide variety of students.

Sweet Briar College

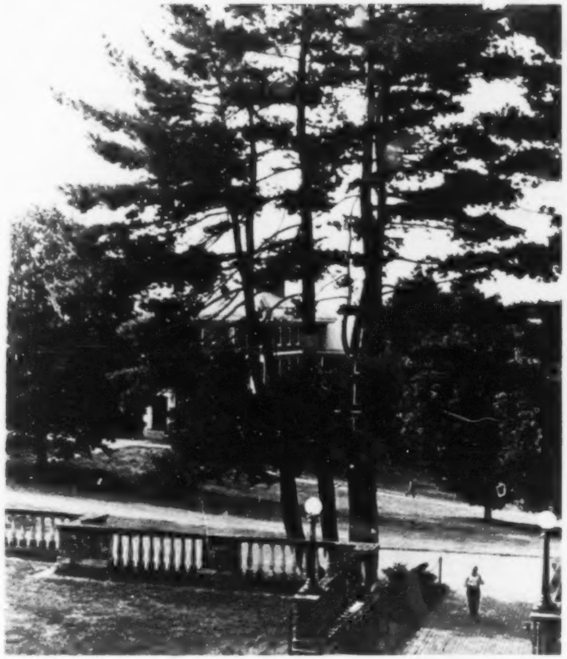
Sweet Briar

Chartered in 1901, Sweet Briar College is primarily a residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized so as to apply to the changing society. To this end, the College also offers interdisciplinary studies, computer sciences, accounting, business and art management, as well as internships and independent studies. The College confers only the degree of Bachelor of Arts and has no plans to offer degrees beyond this level.

The institution emphasizes teaching and faculty scholarship, especially that which improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, continuing education for adults who wish to enroll as part-time students or register in special, non-credit courses designed to meet local needs, special short symposia on contemporary questions, and workshops for community and regional leaders on civic problems and development.

Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. Significant additions to programs are not planned except, perhaps, for some increased offerings in area studies, applied arts, interdisciplinary studies, and selected pre-professional studies.

With a resident enrollment of 98 percent and a full-time enrollment of 99 percent, Sweet Briar's enrollment is expected to remain relatively stationary. Some 44 states and 20 foreign countries are currently represented within the student body. Sweet Briar endeavors to serve all socio-economic and cultural groups, and a trend of the last ten years has seen some increases in the diversity of students from different economic, regional, and racial groups.



Union Theological Seminary in Virginia

Richmond

Union Theological Seminary in Virginia, oldest and largest of the seminaries of the Presbyterian Church in the United States, was established at Hampden-Sydney College in 1812 and moved to Richmond in 1898.

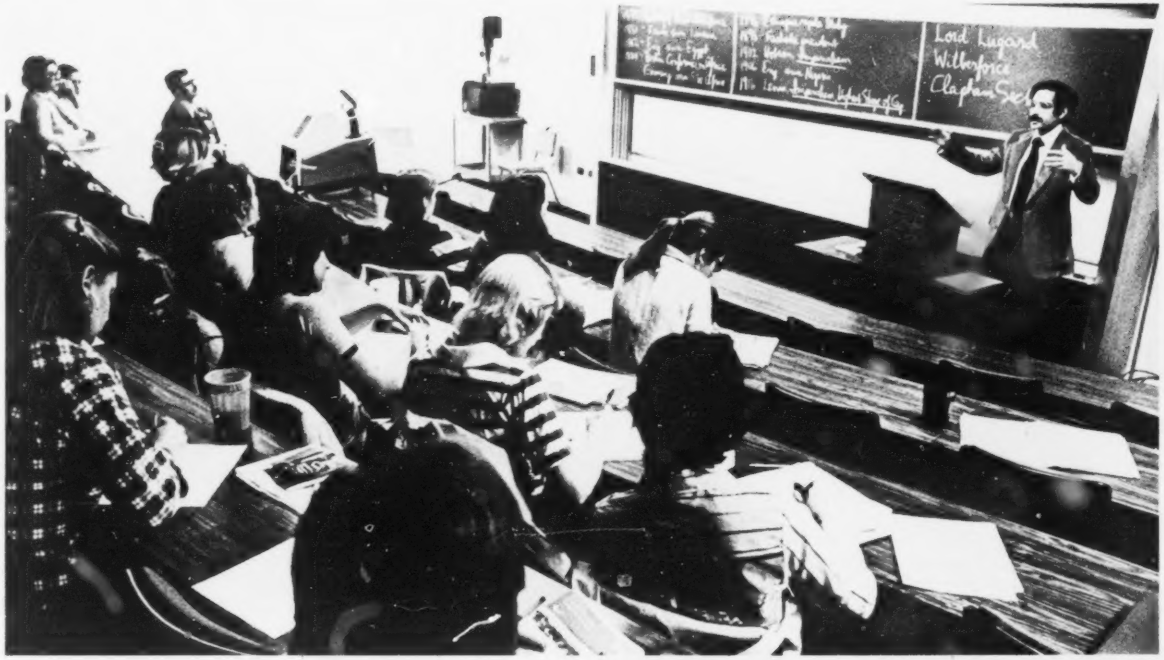
Union is operated by the Synod of the Virginias and the Synod of North Carolina through a Board of Trustees. It regards its mission as education for the ministry. To meet this goal the seminary offers a basic program, graduate studies, and a program of continuing education.

The basic course requires four years, or their equivalent, leading to the Doctor of Ministry degree; a Master of Divinity degree is also available based on three years or their equivalent. The graduate school offers a program of studies leading to the degrees of Master of Theology and Doctor of Theology. Continuing education is provided to enable alumni and others to study systematically throughout their careers. Both resident and non-resident programs are offered.

The entire program of study is integrated so that each course is related in so far as possible to the other courses and fields of study, undergirded by wide use of the Library/Learning Resources Center. Through supervised programs during the academic year and in the summer months, students apply the insights of their courses to specific situations.

Additional seminary activities include the publication of *Interpretation, A Journal of Bible and Theology*. Edited exclusively by Union's faculty, it is subscribed to by pastors, professors, students and others in every state and in more than 90 foreign countries.

Union also operates WRFK-FM, a 50,000 watt fine arts radio station serving central Virginia. The station offers classical music, news, fine arts, and public affairs programming 18 hours a day, and has installed receiving equipment to enable it to join the satellite interconnection of the National Public Radio Network. WRFK-FM is supported primarily by fund-raising drives among its audience.



Union's student body of about 270 normally represents 30 or more states, six or more countries, and 20 or more denominations. Approximately 60 percent of the students are married and many have children, 20 percent are women, and five percent are international students.

The University of Richmond

Richmond

The University of Richmond was founded in 1830 by the Baptists of Virginia and today, as an independent, privately endowed institution, maintains its historic ties with the denomination. The University is composed of the following colleges or schools: Richmond College for undergraduate men, Westhampton College for undergraduate women, the Graduate School, The T. C. Williams School of Law, The E. Claiborne Robins School of Business (and its Richard S. Reynolds Graduate Division), and University College (including summer program, evening, and continuing education divisions).

The University of Richmond, situated on a 350-acre campus six miles west of the heart of the city, is the largest private institution of higher education in Virginia. Its coordinate structure, however, offers the advantages of a coeducational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes instruction of high quality, and the faculty is encouraged to participate in research. Each year the University offers cultural activities and presents programs which are open to the public. Also, the programs of University College, with its Women's Resource Center, and the Institute for Business and Community Development are available to individuals in the community and to business and community organizations, as well.

The University of Richmond offers bachelor's degrees in all the traditional liberal arts and sciences disciplines, plus business administration. It offers master's degrees in business administration, the humanities, education, and most of the traditional disciplines in the liberal arts and sciences. In addition, the University offers a Juris Doctor degree through The T. C. Williams School of Law. During the next ten-year period, the University will concentrate on strengthening its existing programs by fostering a climate of academic excellence and allocating significant new resources to accomplish this goal.

The University is serving an ever-broadening constituency, with its students coming from all over the country and particularly from the entire area east of the Mississippi. About 30 percent of the 1980 freshman class were Virginia residents. In the 1980-81 session, full-time and part-time enrollment totaled 5,921. The University has some 22,000 alumni from every state and 47 foreign countries.

Virginia Intermont College

Bristol

Virginia Intermont is a private, residential, undergraduate college. It has traditionally been a college for women, but men have been admitted since 1972. The College offers four-year programs leading to the Bachelor of Arts degree and two-year programs leading to the Associate in Arts degree.

Founded in 1884 as the Southwest Virginia Institute, the College became identified with the new junior college movement in 1910 and was the first two-year institution to be accredited by the Southern Association of Colleges and Schools. Four-year programs leading to the B.A. degree were initiated in 1970.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are offered in Art, Art Education, Ballet, Biology, Church Music, Communications, Early Childhood Education, Elementary Education, English, General Science, General Studies, Health, Health Education, Horsemanship, Management, Merchandising, Music, Music Education, Office Administration, Photography, Physical Education, Psychology-Sociology, Recreation, and Social Work. The teacher preparation programs have been granted "approved program" status by the State Department of Education. The social work program is accredited by the Council on Social Work Education.

Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the Eastern Seaboard. Increasing numbers of students from the areas around Bristol, Tennessee-Virginia, are being served.

The College is affiliated with the Baptist General Association of Virginia, but approximately 20 denominations are represented in the student body of about 650.

Virginia Union University

Richmond

Virginia Union was founded in 1865 to provide quality education for the newly freed men. The University proper resulted from the merger in 1899 of Wayland Seminary, National Theological Institute, and Richmond Technological Institute. Later, the assets of Hartshorn Memorial College and Storer College were merged with Virginia Union. Today, as a coeducational, private, liberal arts and sciences college, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to be successful in life.

Virginia Union University is composed of four schools: the School of Education, the Sydney Lewis School of Business Administration, the School of Arts and Sciences (in a College of Liberal Arts and Sciences, which confers the Bachelor of Arts and Bachelor of Science degree), and the School of Theology, which confers the Master of Divinity degree. The School of Theology cooperates with Union Theological Seminary and the Presbyterian School of Christian Education in the Richmond Theological Center.

The University places more emphasis on teaching than on research, and the academic program is geared to meet the needs and interests of the individual student. The University's educational program is broad enough to inspire a range of interests, yet specialized enough to prepare students for advanced study or immediate entry into their chosen fields. Twenty-one major fields of concentration are distributed through three schools within the undergraduate college. The Graduate School of Theology offers over 51 courses of study, as well as those offered through the Richmond Theological Center curriculum.

The student body is composed of men and women from more than 25 states and several foreign countries. The University participates in an exchange program with Concordia College. Special programs in humanities, international relations, and urban studies are also available.

As an historically black university in an urban setting, the University is committed to providing students and the community with knowledge and understanding that will enable men and women to rise above the human barriers that exist between races, cultures, and nationalities. To this end, Virginia Union is broadening the scope of its academic programs to encompass the dynamics of living in an urban environment. The University, from its origin has admitted students without regard to race or creed.

To serve the community outside the campus, the University is expanding continuing education programs, developing its potential as a community resource center by enlarging the library collection of black history and literature, and working with numerous civic groups and organizations to study and solve societal problems.

Virginia Wesleyan College

Norfolk

Virginia Wesleyan is a four-year, fully accredited, residential, coeducational institution. It offers a liberal arts curriculum and grants the Bachelor of Arts degree. Chartered in 1961 and opened in 1966, Virginia Wesleyan College is by nature and design a church-related liberal arts college. It was founded by the United Methodist Church, which contributes to its support. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue.

Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The College has a commitment to serve the needs of adults as well as traditionally aged students. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

The academic program of the College is represented by three divisions: Humanities, Social Sciences, and Natural Sciences and Mathematics. Students may select a divisional major in one of these broad areas or a departmental major in one of the following specific disciplines: art, art education, biology, chemistry, education (elementary or secondary), English, French, history, mathematics, modern foreign languages (French and Spanish), philosophy, recreation/leisure and physical education services, political science, psychology, religion, sociology, and theatre/communications. Interdivisional majors are offered in the following areas: American studies, communications studies, environmental studies, human services, international studies, and management/business/economics. Successful completion of any of these programs leads to the Bachelor of Arts degree. Special advisors are available to students interested in pre-law, pre-medicine, and pre-theology.

The College believes that educational institutions must remain relevant to the changing needs of students. Consequently, there is an institutional emphasis upon constant re-examination and experimentation. All students live in college residences unless they elect to live at home or with relatives. The ratio of men to women is approximately 49/51. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

Washington and Lee University

Lexington

In 1749, Scotch-Irish pioneers founded a small classical school near what is now the city of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia Legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1798 and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,634 students in 1980) and privately endowed. It offers undergraduate education in the liberal arts and sciences, and, since 1870, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research, and public service activities. In its undergraduate divisions—the College and the School of Commerce, Economics, and Politics—some 80 percent of its effort is in instruction, 10 percent in research, and 10 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research, and public service are approximately 75, 10, and 15 percent respectively. The Frances Lewis Law Center, an integral part of the School of Law, began its operations in 1978, stimulating and supporting research in law reform.

At the undergraduate level, Washington and Lee offers courses and majors in 34 academic discipline areas. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, computer and information sciences, education, and engineering. The University has cooperative programs with several engineering schools through which students acquire a Bachelor of Arts or Bachelor of Science degree at Washington and Lee and, later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, and interdisciplinary studies.

The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (29 percent in 1980) and its many close associations within the State, it looks upon Virginia as its primary area of service.

Washington and Lee enrolls only men at the undergraduate level, but men and women are admitted to the Law School. Virtually all students are full-time and the atmosphere is residential, although a majority of the students live in private accommodations in the community.

By the end of 1981 the University expects to complete a $62 million comprehensive development program toward which $59 million has already been committed. To date, the program has added $17.5 million to the endowment and supported construction of a new gymnasium, a new law school building, a new undergraduate library, and a new home for the School of Commerce, Economics,and Politics, as well as extensive general campus improvements and renovations.

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